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IDENTIFIERS	*Andragogy

ABSTRACT

This learning packet consists of a leader's guide and handout materials, for conducting inservice workshops on adult learning for adult educators. Twelve modules are included in the binder. Each of these modules is a separate workshop training activity, most of which will take no more than one hour to conduct. Each of the modules includes a complete leader's guide which follows a systematic format: a statement of purpose, time required, an overview of the entire module, the objectives that are proposed for the activity, equipment and supplies needed, optional modes or ways to present the materials, and specific steps to be followed in presenting the workshop. Modules also contain worksheets, handouts, note taking guides, or transparencies that can be duplicated and handed out. In some modules there are also master sheets or keys to worksheets or transparencies. Topics covered by the modules include how we learn; sharing responsibility; finding out more about learner needs; helping the adult learner establish/clarify objectives; learning from others; levels of teaching; personalizing learning; leading group discussions; improving group interaction through questioning techniques; evaluation; and helping adults become lifelong learners. (KC)

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teaching adults!!

training materials for adult education staff development...

S. Joseph Levine, Jim Eggert, Linda Ziegahn

MODULE 1 -- How We Learn

and

MODULE 2 -- Sharing Responsibility

MODULE 7 -- Personalizing Learning

and

MODULE 8 -- Leading Group Discussions

MODULE 3 -- Finding Out More About Learner Needs

and

MODULE 4 -- Helping the Adult Learner Establish/Clarify Objectives

MODULE 9 -- Improving Group Interaction through Questioning Techniques

and

MODULE 7(PACKAGE 5)-- *A Brief Statement*
MODULE 10 -- How Are You Doing?

MODULE 5 -- Learning From Others

and

MODULE 6 -- Levels of Teaching

MODULE 11 -- Why Evaluate?

and

MODULE 7(PACKAGE 7)-- *An Interview*
MODULE 12 - Helping Adults Become Lifelong Learners

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about these materials . . .

Background of the Project

This project was funded during 1980-81 by the Michigan Department of Education, Adult Extended Learning Services Area, with funding from Section 310 (P.L. 91-230 111). These funds made it possible for a series of activities to be conducted that have resulted in this binder of workshop training materials.

A steering committee was formed that consisted of the following adult educators in the local area: Dr. Larry Standridge, Director of Continuing Education, Lansing Community College; Ms. Lucinda Cooper, Director of Continuing Education, Eaton Rapids Public Schools; Mr. Jon Tomlanovich, Director of Continuing Education, Grand Ledge Public Schools; Mr. Stan Theis, Evening School Director, Capital Area Career Center, Ingham Intermediate School District; Ms. Susan Heathfield, Adult Education Coordinator, Howell Public Schools; Mrs. Janet Quiring, Community Education Coordinator, Haslett Public Schools. The steering committee met periodically throughout the project to review the findings of the project team and to make suggestions about next steps.

Early in the project, time was spent reviewing literature regarding in-service training programs, innovative teaching techniques, and characteristics of adult learners. This review of literature provided a basis for the subsequent design of the actual training materials.

For a period of two months, visits were made to local adult education classrooms to examine specific practices of teachers and to attempt to further clarify topical areas of focus for the training materials.

Approximately halfway through the year-long project, a preliminary set of training materials evolved. These materials were field tested at various locations throughout the State of Michigan. Approximately 25 workshop activity training sessions were held during the final half of the project. As each training module was developed, it was field tested and then modified based on the field testing. A second field test then served to further refine the training material.

The materials contained in this book, the 12 modules, are the result of this developmental process.

The Authors/Designers

Three educators were the primary project staff for the entire development of the workshop training material. The project was conducted as a team effort and each of these individuals shared in all aspects of the development of the materials.

S. Joseph Levine is Associate Professor and Director of the Program of Studies in Adult and Continuing Education at Michigan State University. Joe was the primary investigator for the project and responsible for the general operation. Most recently he was the Chief of Party for MSU's Non-Formal Education Project in Indonesia. Joe has also developed a variety of instructional materials for the use of learners from elementary age through university.

Jim Eggert is a Ph.D. candidate at Michigan State University in Adult and Continuing Education. Jim's emphasis is on behavioral change through the group process, and therefore he has a high interest in instructional or learning strategies. Jim regularly develops and conducts workshops for the Management Development Center at Lansing Community College where he is also a part-time instructor.

Linda Ziegahn is a Ph.D. candidate in Adult and Continuing Education at Michigan State University. She has been involved in community education program planning and volunteer training as well as community-based research. Other research interests include non-formal education in both the United States and abroad. She has taught in the United States and in Ivory Coast.

The Design of the Activities

These materials have been constructed based on a series of specific concerns. First, the materials were designed to amplify known and useful techniques in adult education. Certainly, any instructional technique, if used well, can be utilized in certain adult education settings. However, these materials are meant to go beyond instructional techniques, to focus on unique ideas about adults as learners. Second, these materials were designed to be interactive so that they would involve the workshop participants in the learning. It was felt that by involving the learners, they could model what the materials are trying to teach about adult education. In good adult education, learning is interactive, with responsibility shared by both the facilitator and the learners.

And finally, these materials have been created in such a manner that they will be useful for just about any type of setting (most take less than one hour, and none demand more than four or five participants). In addition, a person from almost any background can effectively use the materials. Cassette tapes have been provided so that a person with limited background and knowledge in the area of adult learning can feel comfortable in presenting the workshop.

how materials are arranged . in this manual . . .

The Modules

You will note that there are a set of 12 different modules included in this binder. Each of these modules is a separate workshop training activity, most of which will take no more than one hour to conduct. It is possible to use multiple activities (more than one module during a workshop) to create a longer workshop experience. The use of more than one module at a workshop is really dependent upon the needs of the particular group of adult educators.

The Leader's Guide

Each of the modules includes a complete Leader's Guide which follows a systematic format. The Leader's Guide begins with a statement of purpose. This is followed by an indication of the time that is needed, an overview of the entire module, the objectives that are proposed for the activity, equipment and supplies that would be needed, optional modes or ways to present the materials, and specific steps to be followed in presenting the workshop. This Leader's Guide format is followed in all 12 modules. Once you become familiar with the format, you should be able to move easily from module to module.

The Special Pages

You will notice in each module that there are special pages that will be helpful in presenting the workshop. These pages are labeled as Worksheets, Handouts, Note Taking Guides, or Transparencies. These pages are meant as master copies that can be used by the workshop coordinator for reproduction prior to the workshop. In all cases the Leader's Guide indicates which special pages will be needed for the participants at the workshop. Make sure that you carefully review this information in advance of the workshop so that you will have ample time to prepare the materials for distribution. In some modules there are also "master" sheets or "keys" to worksheets or transparencies.

how to use these materials . . .

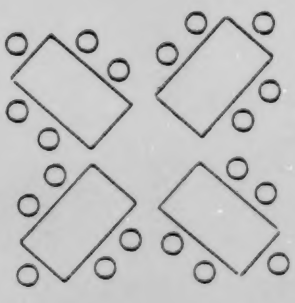
The Cassette Tapes

Included in this binder are six cassette tapes. There are a total of 14 different segments included on these tapes. Twelve of these segments are specific materials to be used for each of the 12 modules. Two of the segments are special recordings to be used in the module entitled "Personalized Learning." The tapes for the module "Personalized Learning" have been prepared in such a manner that you will have the materials that you need on three separate cassettes.

On each tape the announcer is very clear in announcing the words "Stop the tape now" at the point when the tape is to be stopped. Also, the words "This concludes this tape" appear at the end of the tape recorded segment. All tape cassettes have been transcribed, and a copy of the tape script is included with each Leader's Guide. You should plan to follow the tape script as you are playing the tape at the workshop so that you can be aware of any special concerns as they come up.

Physical Arrangements

It's important at the workshop to provide physical arrangements that are conducive for the participants to operate as adults. Usually this will include chairs and small tables that will allow four-five participants to seat themselves and conduct small group discussions when necessary. Below is a diagram of how such an arrangement might look. It is also important to make sure that the lighting is ample and the acoustics are good so that everyone can hear. If an overhead projector is to be used, it should be positioned in such a way that it can be seen by everyone. The physical arrangements should be conducive for learning but not relaxed to the point where everyone will fall asleep!



At the Beginning of the Workshop

The materials provided do not give the initial introduction that will be necessary for you to welcome your participants. Your initial welcome should also include a brief review of exactly what will be done during the workshop activity. In this way, the participants will become aware of what is expected of them and will therefore be able to fulfill the objectives for the session and hopefully improve their own understanding of adult education.

Move Around

You will notice that all of the workshop activities include times when the participants are working without your direction. At these times it is good to circulate among the participants to see how they are doing. You can help to answer any questions that the participants might have or resolve any confusion, especially at the beginning of an activity.

How Active Will You Be?

These materials have been designed to allow you to play as active a role as you would like. It is possible to conduct the workshop activities with your role being almost identical to that of a participant, with you merely starting and stopping the cassette tape when appropriate. However, if you want to take a more active leadership role, it is possible and relatively easy with these materials.

Sense of Humor

Probably one of the more important characteristics of a good workshop facilitator is a good sense of humor. This will reduce the potential for tenseness, tiredness, and uneasiness during the program.

Evaluate

Each of the modules includes a very simple evaluation form. You should seriously consider using this form or one of your own design. Through the use of some simple evaluation, it will be possible to better understand how the workshop participants have received the workshop and will allow you to make plans for future programs.

Follow-up

Don't forget to follow-up after the workshop. This may include a phone call, a note, or just speaking informally to some of the people that attended the workshop. Follow-up information can be extremely helpful in planning for future programs. It also indicates to the workshop participants that you are really interested in what happened.

Leader Roles

You have the potential for playing three separate, yet combined roles during the workshop. The workshop participants will usually expect the leader of the workshop to be an "expert" who will be able to tell certain things. With these materials, if you do not want to be an expert, it is possible to use the cassette tape as the expert at your workshop. The workshop participants will also expect the workshop leader to be a "facilitator." The role of the facilitator is to make sure that everything happens effectively and on schedule. The good facilitator prepares materials ahead of time, makes sure that discussions move toward their targets with ease, and assures that the topic of the workshop is well covered. The final role that is usually not demanded but is highly appropriate in adult education is that of "learner." By being a learner at times, the leader of the workshop can also participate and share responsibility with the other participants. By being a learner, the workshop leader will be able to revise and further develop the program for use in the future. All three of these roles are important and should be attempted at a workshop.

some suggested resources...

The following listing of books is suggested as a basic group of references in the field of adult education.

Bergevin, P., Morris, D., and Smith, R.M. *Adult Education Procedures.* New York, NY: The Seabury Press, 1966.

Cross, K. Patricia *Adults As Learners.* San Francisco: Jossey-Bass Publishers, 1981.

Elias, John L. and Meriiam, Sharan *Philosophical Foundations of Adult Education.* Huntington, NY: Robert E. Krieger Publishing Compnay, 1980.

Griffith, William S. and McClusky Howard Y. (Ed.) *The AEA Handbook Series in Adult Education.* San Francisco: Jossey-Bass Publishers, 1980-1981.

NOTE: This series includes a variety of titles by different authors. Titles currently available are *Serving Personal and Community Needs Through Adult Education, Building an Effective Adult Education Enterprise, Changing Approaches to Studying Adult Education, Redefining the Discipline of Adult Education, etc.*

Knowles, Malcolm *The Adult Learner: A Neglested Species.* Houston: Gulf Publishing Company, 1973.

Knowles, Malcolm *The Modern Practice of Adult Education, Andragogy Versus Pedagogy.* New York, NY: Association Press, 1970.

Tough, Allen *The Adult's Learning Projects: A Fresh Approach to Theory and Practice in Adult Education.* Toronto: Ontario Instutute for Studies in Education, 1971.

Lenz, Elinor *Creating and Marketing Programs in Continuing Education.* New York, NY: McGraw-Hill Book Company, 1980.

New Directions for Continuing Education, Knox,Alan B. (Editor-in-Chief), San Francisco: Jossey-Bass Publishers.

NOTE: This series is published quarterly with each issue focused on a specific topic. Recent titles have included *Programming for Adults Facing Mid-Life Change, Attracting Able Instructors of Adults, Teaching Adults Effectively, Assessing Educational Needs of Adults, etc.*

Srinivasan, Lyra *Perspectives on Nonformal Adult Learning.* New York, NY: World Education, 1977.

Weathersby, R.P. and Tarule, J.M. *Adult Development: Implications for Higher Education.* Washington, DC: American Association for Higher Education, 1980.

how we learn

leader's guide

Purpose

This activity is designed to focus on the concept of "andragogy" and examine the characteristics of this concept in terms of "How We Learn" as adults. This activity is best used as an introductory activity. It provides a foundation for further in-service programs.

Time Needed

60 minutes (approximately)

Overview

This workshop activity is divided into two separate parts. The first part provides an opportunity for the workshop participants to examine themselves as adult learners and to select a recent activity that they have been involved with for the sake of learning. Within that activity the workshop participants are asked to identify the characteristics that made the learning appealing to them. The participants are asked to do this first individually, then in small groups to share what they have written, and finally to discuss this in a large group. The role of the workshop leader for this section of the activity is to provide the structure and to facilitate the large group discussion by writing the characteristics on a chalkboard or an overhead projector.

The second part of the activity presents the concept "andragogy" as defined by Malcolm Knowles. For this part of the workshop, a cassette tape is provided if the facilitator chooses to use it. Or, the facilitator can read or paraphrase from the tape script that is provided or lead the discussion in any way that he or she desires.

At the conclusion of the workshop, the participants will have a view of learning characteristics that appeal to them as learners, an understanding of andragogy and how the characteristics that they have identified fit the model of andragogy, and some new ideas to take back to their own instructional setting.

Objectives

Through the activity the participants will:

participate in the identification of characteristics that make learning enjoyable,
have an opportunity to view themselves as adult learners,
have an opportunity to interact with other adult educators.

At the conclusion of the activity the participants will be able to:

list a series of characteristics that make learning appropriate for adults,
define the concept "andragogy."

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants.
2. Chalkboard or overhead projector and screen.
3. One worksheet for each participant (see *Worksheet 1.*)
4. One take home sheet for each participant (see *Take Home Sheet 1*).
5. Cassette player if the pre-recorded cassette (included with these materials) is to be used.
6. One overhead transparency (see *Transparency 1*).

NOTE: Information from the transparency could be written on the chalkboard if desired.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of *Worksheet 1*, *Take Home Sheet 1*, and *Transparency 1*, if you're using an overhead projector.

2. Arrange tables and chairs in such a way that small groups of 4-5 participants can meet around each table and at the same time participate in large group discussions.

3. Collect all equipment and supplies that might be needed.

Workshop Procedure - During the Session

1. Hand out *Worksheet 1* to participants.

2. Explain that the three numbered items at the top of the worksheet are for the participants to take notes as the workshop progresses and the material underneath the dotted line is an activity that will be used at the beginning. (1 min.)

3. Provide the introductory material for the participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (4 min.)

4. Participants complete bottom half of worksheet. As they are about to begin, advise that they should first work individually and after they complete A, B, and C, they can discuss it with others around them. (10 min.)

5. Now it's time to discuss the learning activity. Randomly select a person (or ask for a volunteer) to describe his or her learning activity. Have them proceed from A through C. The important part of this activity is section C. As the person describes the characteristics of the learning activity (Section C), write them on the chalkboard or on the overhead projector.

   Continue around the group having different people identify their learning activities, what they hoped to learn, and finally the characteristics of the activity. After about 10-15 minutes, you will have developed a sizeable list on the chalkboard. (15 min.)

6. Provide feedback to the participants and introduce the concept of "andragogy." This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (6 min.)

   Also, project *Transparency 1* as each aspect of andragogy is presented.

   NOTE: By covering the transparency with a piece of paper, the paper can be moved to uncover and project each aspect as that aspect is introduced.

7. Discuss the relationship between the list of characteristics developed by the participants and the five characteristics of andragogy (see *Transparency 1*). Start the discussion by asking the participants to identify any characteristics and their relationships to one or more of the aspects of andragogy. Continue from participant to participant. (8-12 min.)

8. Wrap up the program by either:

   Mode 1 - playing segment #3 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #3

   Mode 3 - using the material in your own way. (2 min.)

9. If you will be evaluating the program, now is the time to do it! (A suggested evaluation form is included.) (5 min.)

10. Provide each participant with *Take Home Sheet 1*.

HOW WE LEARN

1. Three sources of information for adult learners:

2. "Andragogy" is:

3. Characteristics of andragogy are:

Describe a recent activity when you were the learner.

A. What did you want to learn? _____

   How did you go about learning it? _____

B. What was the learning activity? _____

C. Describe some of the characteristics of the learning activity that made the activity appealing for you (e.g., it was of short duration, it was information that I could put to use, etc.)

_____

_____

_____

_____

_____

ANDRAGOGY

ADULT LEARNERS ARE:

1. Self – Directed
2. Rich in Experience
3. Concerned with their Development
4. Problem – Focused
5. Desiring Immediate Application

A COMPARISON OF THE ASSUMPTIONS AND DESIGNS OF PEDAGOGY AND ANDRAGOGY

ASSUMPTIONS			DESIGN ELEMENTS		
	Pedagogy	Andragogy		Pedagogy	Andragogy
Self-Concept	Dependency	Increasing Self-Directiveness	Teacher	Omniscient Omnipotent	Lessened Power Can be Challenged
Experience	Of little worth	Learners are a rich resource for learning	Student	Learning in prescribed fashion is his major occupation	Learning is secondary to other occupations
Readiness	Biological development, social pressure	Developmental tasks of social roles	Climate	Authority-oriented, Formal, Competitive	Mutuality, Respectful, Collaborative, Informal
Time Perspective	Postponed Application	Immediacy of Application	Planning	By teacher	Mechanism for mutual planning
Orientation to learning	Subject centered	Problem centered	Diagnosis of needs	By teacher	Mutual self-diagnosis
			Formulation of Objectives	By teacher	Mutual negotiation
			Design	Logic of subject matter, Content units	Sequenced in terms of readiness, Problem units
			Activities	Transmittal techniques	Experiential techniques (inquiry)
			Evaluation	By teacher	Mutual re-diagnosis of needs, Mutual measurement of program

evaluation form

1. What does the concept "andragogy" mean to you?

2. What were the strengths of this session?

3. What were the weaknesses of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This workshop is entitled "How We Learn," and during the next half hour or so we are going to examine ourselves as learners and try to get some insights into exactly how adults do learn.

On your worksheet you will notice the dotted line through the middle. The lower part of the worksheet will be an activity that we will be doing in a few minutes. But let's look first at the top part, Number 1. Number 1 suggests that there are three sources of information for adult learners. One of those sources is an expert. It might be this tape recording, it might be a book, it might be a guest speaker. We as adults often get information from experts. But contrary to many feelings about what goes on in schools or educational institutions, we don't get all our information from experts. There are two other sources that we sometimes forget about - we get information from our friends and from our peers. In fact, an awful lot of what we learn daily is not from experts but is from each other - from our friends and from our peers.

Finally, the third source of information for us is ourselves. And whether we acknowledge it or not, probably the greatest percentage of information that we get comes from ourselves, that is, from our memory and from prior experiences. This activity then is not going to focus most heavily on experts for information. It is going to focus specifically on ourselves and other people that are here for this workshop.

Now let's jump down to the bottom of the page. We will come back to Number 2 and Number 3 in a few minutes. But right now let's try an activity. You will notice at the bottom of the page it says, "Describe a recent activity when you were the learner." Try and think through such an activity. It might be a formal sort of activity, such as a credit program for a degree you might be working on, or it might be a less formal activity, like a project in a local community education program. Or, it could be something you might have done on your own. When I look at my own background, I remember a couple of years ago when I had to learn plumbing and I had to learn it very quickly. I didn't choose a formal program. Instead, I chose a library book to quickly read how to install the sink.

Now, think through the last six months to a year and describe or identify A) what you wanted to learn, that is, why you wanted to learn, B) what the learning activity was that you were involved in, and probably the most important part, C) describe some of the characteristics of the learning activity that made it appealing for you. What was it about the environment, about the teaching style, about how things were done in this activity that made it appealing for you?

When I look back at my plumbing example, I would identify under A) What did you want to learn? I wanted to learn how to install a sink so that we could again use it. B) What was the learning activity? It was reading a book on plumbing. C) Describe some of the characteristics that made the learning appealing. Obviously one of the characteristics of the activity was that it allowed me to do it quickly. That is an example of what we would like you to do on the bottom half of the page. Go ahead and take a few minutes now to write your responses for A, B, and C.

Segment 2

We now have a number of different items listed that describe different characteristics of learning activities that appeal to us as adults. In terms of our own experience these are the things that excite us about learning. And in fact, we could say that if we wanted to be expert adult educators - to excite learners - all we had to do was to do all of these things through our teaching. That may sound a bit silly but I think it is the truth. Malcolm Knowles uses the term "andragogy." You will see it there at Number 2. The term andragogy simply means the teaching of adults, rather than the term pedagogy, meaning the leading of children. Knowles suggests that our use of the term pedagogy in adult education is inappropriate and that, in fact, we should be using the term andragogy to show that we are teaching adults and not children.

There are five primary assumptions that andragogy is built on. You will notice now as we go through these five assumptions about andragogy, that the items that you have listed for characteristics of adults as learners are very similar to, and can fit into, Knowles' five categories.

First of all, Knowles suggests that the key characteristic of andragogy is that adults as learners are self-directed. He says that adult education has to be built on the assumption that it is our decision to be here. In a pedagogical style of formal schooling for children, it is assumed that the child is a dependent learner. In adult education the learner is self-directed. Throughout our day-to-day lives we do many things in self directed ways: we decide what we will eat, what we will do and we decide that we will come to an educational experience. It is then important for the adult educator to recognize this and begin to treat the adult as a self-directed learner. However, Knowles suggests that many teachers forget that adults are self-directed and attempt to treat them as dependent learners. He says also that many adults have a view of what school is supposed to be like. Because of that they come in trying to pretend that they are dependent learners. Knowles says that the challenge to us as adult educators is to move to a self-directed type of learning, allowing the learners to make decisions in the learning environment.

The second point that Knowles makes as a characteristic of andragogy is that adults are rich in experience. He suggests that children are just beginning to develop their pool, their repertoire of experiences, but that adults have a lot of experience. And if the adult educator is sharp, he or she will try to build the adult's experience into the situation. Learning for an adult is not taking place in a vacuum, but somehow directly relates to the experience of all of us as adults. The sharp adult educator then will build the experience of the learners into the learning environment.

I have an idea, if you look at your list, that you will probably find some items that suggest that some of the characteristics that we liked were either because we wanted to do it in our own way, or that we were interested in further exploring some ideas that we had already run into at some point in our lives - our experience.

The third characteristic of andragogy is that we as adults are going through developmental stages in our lives, and that these stages produce reasons for us to want to learn. Something about our lives is pushing us to want to learn. Havighurst teaches and talks about the "teachable moment." He suggests that as we are developing, there are certain moments in our lives when we are very teachable in certain areas. For instance, a developmental task in life is retirement. People who are about to enter retirement usually are very receptive to educational programs relating to retirement.

Another example, in terms of our own development is that at certain points in middle age a person wants to finally have some specific achievement in their work. This will often suggest to a person that they've got to complete a high school diploma for them to now move ahead in their vocation. At that teachable moment, at that time in their lives, they are very willing to participate in learning focused on where they are developmentally.

Our fourth point now is that adults are problem-focused in their learning. The reason they come to learning, to education, is that they would like resolution for a problem. If we are smart as adult educators, we will provide opportunity for our learners to let us know what problems they are here to work on. This is not a one-shot opportunity - throughout our teaching we have to allow adults to participate in such a way that we will find out problems they are wanting to deal with. Now, of course, once we find out what these problems are, it is up to us to somehow begin to assist the adult in their resolution of them.

The final and fifth point that Knowles makes as a characteristic of andragogy is that adults are concerned with direct application of their learning. They are not here to learn in a vacuum. Their learning is going to be put to use - tomorrow. The application of learning is an extremely important facet of the adult education experience.

Knowles gives us five points to underscore his concept of andragogy. First, he suggests that we as adults are self-directed. Second, that we are rich in experience, Third, that our own development often dictates what we would like to learn. Fourth, that in our learning we would like to focus on some of our problems. And fifth, that we would like to make immediate and direct application of our learning. These, then, are five points that Knowles brings us about andragogy.

Now I would like you to take a few minutes to examine the things that you have identified as the characteristics of a learning activity that make it appealing to you and see if you can match those characteristics that you have identified to the five characteristics of andragogy. Take a few minutes to do that right now.

Segment 3

This program has attempted to identify a very few specific ideas that should be useful to us as adult educators. First, the assumption of this whole experience has been that we learn not only from experts but we learn also from ourselves and from others around us. And we have tried to capitalize on learning from ourselves and from each other. The way we have done this is to describe some activities that we have recently become involved with as learners, to try and get a fix on the characteristics of these activities that make them appealing to us. And we have tried to then match these characteristics with Malcolm Knowles' concept of andragogy. Andragogy is built on five assumptions or characteristics. First, that we are self-directed as learners and the adult educator should allow us to direct a lot of our own learning. Second, that we are rich in experience as learners and the adult educator should build on our experiences. Third, that our concerns as learners relate to our own development and the adult educator should be sensitive to our own development and the concerns that it raises. Fourth, that we are problem-focused and that we are often coming to adult education programs to resolve or work on our own problems. The adult educator will allow us to focus on those problems that concern us. And finally, an immediate application of our learning is a necessity for us.

This concludes our short activity. The challenge for us as adult educators is to begin to examine what we are doing in our instructional settings and try, as we can, to make our instruction more direct toward the learners that we are serving. And the best way to do this, we would like to suggest, is to begin by examining - <u>how we learn</u>.

sharing responsibility

leader's guide

Purpose

This activity presents the concept of shared responsibility as the basis of an effective teaching-learning environment in adult education. The ideas of the Brazilian educator Paulo Freire are included to exemplify the power of sharing responsibility.

Time Needed

60 minutes (approximately)

Overview

This workshop activity is organized in three separate segments. The first segment involves the workshop participants in brainstorming different procedures for promoting shared responsibility in an adult education classroon. A handout is provided to assist in stimulating ideas. The second segment reflects on these ideas and asks the participants to examine how they typically organize their own teaching. Do they promote shared responsibility and why? Finally, the last segment presents the concepts of Paulo Friere.

Objectives

Through the activity the participant will:

examine the concept of shared responsibility,
reflect on his/her own teaching styles

At the conclusion of the activity the participants will be able to:

identify a series of strategies for promoting shared responsibility in the classroom,
identify the key ideas of Paulo Friere.

Equipment and Supplies Needed

1. Chairs for each participant (chairs should be movable so that small groups can be formed. A table for each 4-5 participants may be helpful.).
2. One *Note Taking Guide*, *Handout #1*, *Handout #2* and *Handout #3* for each participant.
3. A cassette player if the pre-recorded cassette (included in these materials) is to be used.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways.

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of the *Note Taking Guide*, *Handout #1*, *Handout #2*, and *Handout #3* (one for each participant).

   NOTE: You will have to fold each copy of *Handout #1* so only the top instruction is viewable.

2. Arrange chairs so that people are comfortably seated and can speak with each other during the discussion periods. (4-5 per group)

3. Read through these materials with care, take notes if needed, and listen to the entire cassette tape.

Workshop Procedure - During the Session

1. Hand out the *Note Taking Guide* to each participant.

2. Explain that the top part of the *Note Taking Guide* will be used at the beginning of the activity and the bottom part (under the dashed line) will be used at the end of the activity.

3. Provide the background material for the participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (5 min.)

4. Instruct the participants to spend a few minutes individually completing the top part of the *Note Taking Guide*. When they have individually written a few ideas, they should begin sharing their ideas with others in their small group. (10 min.)

   NOTE: While they are working individually, pass out a copy of *Handout #1* to each participant. *Handout #1* should be folded on the dotted line so only the top instruction is viewable.

5. Conduct a large group discussion. Ask each of the small groups to describe a few of the ideas they have come up with. (5 min.)

6. Pass out a copy of *Handout #2* to each participant. (This should be done just before starting the next step.)

7. Provide further information on the concept of sharing responsibility. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2.

   Mode 3 - using the material in your own way. (5 min.)

8. Ask participants in small groups to discuss the following topic:

   HOW TO HELP OTHER TEACHERS SHARE RESPONSIBILITY WITH THEIR LEARNERS. (10 min.)

   Suggest that each person in the small groups think of their own situation and how they might help their peers.

9. Conduct a large group discussion. Ask each of the small groups to describe the ideas they have discussed. (5 min.)

10. Pass out a copy of *Handout #3* to each participant. (This can be done during the next step.)

11. Provide information on the ideas of Paulo Friere. This can be done by either:

    Mode 1 - playing segment #3 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #3

    Mode 3 - using the material in your own way. (5 min.)

12. Allow a short time for participants to read *Handout #3.*

13. Continue the information on Paulo Freire by using Mode 1, Mode 2, or Mode 3 for segment #4. (5 min.)

14. Conduct a final discussion. The following discussion questions should help with this discussion:

    Is shared responsibility a viable alternative for your sitiation?

    How much responsibility are you willing to share with your learners?

    Do you feel that conscientization should be a concern for all adult education classess - regardless of the focus of the class? (10 min.)

15. Conclude the activity. If you will be evaluating the program, now is the time to do it. (A suggested evaluation form is included.)

My ideas on how a teacher can begin to share responsibility with adult learners:

Idea #1

Idea #2

Idea #3

Idea #4

Idea #5

Notes on Paulo Friere:

Paulo Friere

Banking system vs. Problem-posing

Conscientization

Praxis

SOME MORE IDEAS

ON HOW TO SHARE RESPONSIBILITY WITH ADULT LEARNERS

(open this page when you'd like to see some more ideas)

Organize a committee of learners to act as a source of feedback to you. Every week or so meet with the committee to hear their reactions to how the "class" has been going (What have been the good aspects? What aspects need improving? What other topics should be covered?, etc.)

Reduce the use of grades as the only form of feedback. Create situations where the learners are able to provide feedback to each other. (Have learners hand in two copies of an assignment. One copy is read by you and the other is read by a classmate. Both readers provide feedback.)

Try some form of a learning contract where the learner is given a choice in deciding what he/she will accomplish in class. (make sure that you really allow the learner to make some decisions rather than just allowing the learner to select from your options!)

fold here

Rephrase a question that is asked of you and have others in the class respond to the question (rather than you being the only source of answers for questions).

fold here

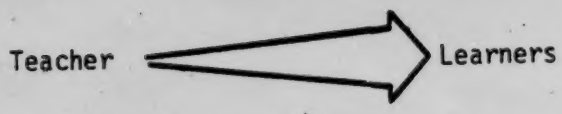
Allow opportunities within the "class" for learners to discuss their life/their reality. By doing so it may help create an atmosphere where learners feel that they are being listened to and that there is some concern about them as people.

Don't be driven entirely by the curriculum. It's okay if you listen to the learner's agendas and alter yours at times to fit theirs.

Give a short test and have the learners check each others work. You don't have to be the only expert in the class.

Have learners take examinations in pairs. In this way those learners who are a bit scared can relax somewhat. The interaction between learners as they work through the examination will help both of them in their understanding of the topic.

1.


Teacher
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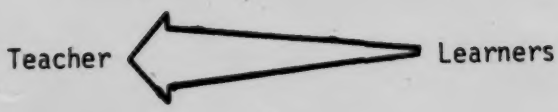
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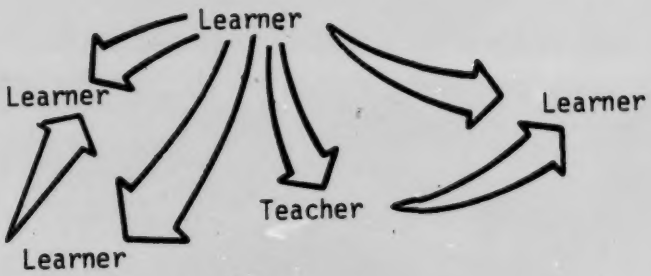

Learner
Learner
Learner
Teacher
Learner

To The Coordinator of a "Cultural Circle"

Paulo Friere

"In order to be able to be a good coordinator for a 'cultural circle,' you need, above all, to have faith in man, to believe in his possibility to create, to change things. You need to love. You must be convinced that the fundamental effort of education is the liberation of man, and never his 'domestication.' You must be convinced that this liberation takes place to the extent that a man reflects upon himself his relationship to the world in which, and with which, he lives. And that it takes place to the extent that, in 'conscientizing' himself, he inserts himself in history as a subject.

"A cultural circle is not a school, in the traditional sense. In most schools. the teacher, convinced of his wisdom, which he considers absolute, gives classes to pupils, passive and docile, whose ignorance he also considers absolute.

"A cultural circle is a live and creative dialogue, in which everyone knows some things and does not know others, in which all seek, together, to know more.

"This is why you, as the coordinator of a cultural circle, must be humble, so that you can grow with the group, instead of losing your humility and claiming to direct the group, once it is animated.

"During discussions, do all you can to ensure that the entire group participates. Try to learn the names of the group participants, and avoid referring to them simply as 'you.'

"When you ask a question, always direct it to the group, unless it is meant to motivate one of the less active members. In any case, however, ask the question first and only afterwards direct it to the person whom you hope to stimulate.

"During the discussion, use answers to reformulate questions for the group. Become a part of the group. As much as possible, make yourself one of the members. Never talk much about your personal experiences, except when they offer something of interest to the discussion.

"Even if the codified material has a content with which you are familiar, do not be a slave to it, to the point where you force the group to follow it. This means that you must respect the significance that the group attaches to materials. It is almost certain that the group, faced with a situation, will start by describing it in terms of its own existential experience, which may or may not be that of the coordinator. Your role is to seek, with the group, to deepen the analysis until the situation presented, studied as a problem, is *criticized*.

"Do not move ahead of the group in decodifying the materials. Your task is not to analyze for the group, but to coordinate the discussion.

"In any group, there are some who talk excessively and others who speak very little. Stimulate both to reach an equilibrium.

"It is important, indeed indispensable, that you be convinced that each meeting with your group will leave both you and its members enriched. For this, it is necessary that you seek to have a critical posture. The more you and your group are inclined to study situations as problems, the more critical you will become. This critical posture, which should be adopted by you and by the group, will overcome a naive consciousness, which loses itself on the periphery of problems, as you are convinced that you have arrived at their essence."

evaluation form

1. Identify a key concept presented in this session and define the concept.

   Concept_____

   Definition:

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity is concerned with the concept of sharing responsibility. The idea in adult education classrooms is that the teacher and the learners, or the facilitator and the learners - the adults, have a joint sharing of the responsibility for the instructional setting.

Now this is quite different from an elementary classroom or a child-focused classroom where the teacher maintains and carries most of the responsibility. In adult education that responsibility is shared between the teacher/facilitator and learner.

What exactly does sharing of responsibility mean? It means that the planning of specific lessons, the planning of the specific focus for the course, is something that is done jointly between the teacher and learners. This doesn't suggest, of course, that the teacher abdicates responsibility and gives it all to the learners. No - in a shared responsibility setting the teacher brings his or her expertise to the situation and asks for input from the learners. This input can be in terms of the content or focus of the instruction. It could be in terms of specific assignments that will be handled. It could be in terms of how the learning will be evaluated. In any case, the sharing of responsibility between learner and faciliatator or teacher is an exciting one that can be fully developed in adult education settings.

Now of course, many adult educators were good students as children. They "learned" a lot. In fact, they learned the "system". So a challenge for the adult educator is to begin to move the adult away from the expectation that the teacher carries all the responsibility. In other words, we have to create a new atmosphere for learning where the adult understands that it is perfectly all right to share in the responsibility with the facilitator.

At first the adult learner may not want to provide the input to the teacher on the content. However, it's up to the teacher to design methods, techniques and procedures so that the learner will begin to understand and value his or her input and be willing to share that input with the instructor, with the facilitator, with the rest of the class.

Such a technique could be as simple as asking learners how they liked the last lesson, listening to what they say and making changes for the next lesson based on their feedback. This simple technique is one way to begin to allow the learner the feeling of sharing responsibility for the instructional environment.

The assumption is, of course, that if adults don't involve themselves with learning they aren't going to be there the next time. So sharing responsibility provides the opportunity for the adult learner to get some ownership, to participate, to feel that the class is part of his or her learning. In this way the responsibility for attendance, the responsibility for homework, the responsibility for involvement is jointly shared between the learner and the teacher.

Now what other ways are there? What other techniques or specific procedures are there that we as instructors and facilitators of adult learning can use to begin to create the feeling of shared responsibility? The next few minutes of this activity will be devoted to an exploration and brainstorming of different ideas for sharing responsibility.

Segment 2

We've just spent some time developing different ideas on how we as facilitators of adult learning can share responsibility with our adult learners. Hopefully many different ideas have been provided regarding ways that we can jointly plan with our learners, jointly work on the actual offering of the instruction during class with our learners, and also evaluate the instruction jointly with our learners. This is an exciting concept. One that, in fact, moves the adult educator away from the concern for motivating the learners and into a concern for ways to open up the instructional environment for more than one owner.

Now, let's look at the chart and three simple diagrams that are on the chart. The first diagram describes a very traditional instructional setting. It shows that the teacher carries all responsibility. The communication is one way - from the teacher to the learners. This is indicative of a very formal type of instruction where the teacher has all responsibility and the focus then of the teacher is to "deliver" the information to the learners. Let's look now at diagram #2 and on #2 we can see exactly the opposite condition, one where it looks like the teacher has abdicated or given up all of the responsibility. The communications are still one way. Now it's from the learners going to the teacher. It looks like, in fact, the learners are asking questions of the teacher. The teacher, however, doesn't seem to be responding.

Now, in #3 we see the condition of shared responsibility. We see the interaction between teacher and learners and between learners and each other where it looks like there is total involvement and the teacher is one of the many participants in the interaction. Each

participant has responsibility and people are willing to share these responsibilities with each other. The three diagrams are very simple, but they clearly indicate what we desire when we're trying to share responsibility with our learners. It's an exciting concept and one that can move us greatly ahead in designing an instructional program that truly responds to the uniqueness of adults as learners. Now it may not be possible to operate in a shared responsibility mode one hundred percent of the time. It's something that we as adult educators can begin to move a lot closer to - a way to begin to share responsibility with the adults that exist in our instructional settings, adults who have responsibility throughout the rest of their lives.

Segment 3

Paulo Freire is a leading Brazilian educator. He first became very well known in the mid-sixties when he conducted an extremely successful literacy program for an adult basic education program in Brazil. In fact, Freire's methods were so successful that many thousands of Brazilians, in a very short amount of time, became literate. To become literate, in itself, is not a problem, but in a few minutes we're going to find out why it was a problem in Brazil. But first, let's examine some of Freire's key ideas and concepts. Freire distinguished between what he calls a banking system of education and a problem-solving system of education. He suggests that very traditional forms of education rely on the banking system. The banking system, as Freire sees it, is with the teacher as a depositor, much as a depositor at a bank. This teacher deposits wisdom and knowledge into the minds of the learners, much like someone deposits money in a bank account, with the idea that the learning that has been deposited in these heads will be withdrawn later on when it's needed. Freire feels that such a system - a banking system of education - is inappropriate. He feels that education must be something that is used immediately. Contrary to the banking system, he suggests what he calls a problem-posing form of education, where education is related to real problems and where the format of education is concerned with resolving or identifying the ways to begin to deal with these problems.

Freire feels that through such a form of education people will begin to become aware and conscious of their environment - the environment in which they live. He refers to this concept as one of "conscientization." It's a large word that basically means that the person is becoming free in his or her thinking. Now Freire was working with the poor, the "campesinos", or farmers, of northeastern Brazil, people he referred to as "oppressed." His concern was to somehow begin to

liberate these people, and through a process which he calls conscientization, he was able to do it. He sees conscientization as a freeing of the person, making that person conscious of his or her environment and then willing to act on that environment. He is concerned about doing this through a problem-posing or problem-solving form of education. Through conscientization, Freire hopes that the oppressed people will become able to affect their own history. He says that this is extremely important, that many people in the world live only as objects of others and have really no way of affecting their own history or making significant impact upon their worlds. He suggests that people have got to become subjects, that their educationis for themselves, to liberate themselves, to make them conscious, to make them have an affect on their own history.

A final concept of Freire's is "praxis". Praxis is defined by Freire as the working back and forth between action and reflection. Freire suggests that people have to act to do things. He says then they must come back to reflect on their actions and then to turn around and act again based on their reflection. And this process of acting, reflecting, acting, relecting continues on and on. It seems to be a criticism of the very traditional school that the school is primarily concerned with reflecting but not action - that the reflection is highly theoretical in nature and does not relate to the real world. But with the concept of praxis it's important for the learners to go out and act in the real world, and then to come back into the instructional setting and to reflect upon this. It would seem important for an adult education program to provide active opportunities for learners to reflect on action and to actually act - opportunities for learners to actually do things, to act on their ideas, and then to come back and reflect on the ideas which will allow them to go out and act again. The idea of praxis is very central to the idea of conscientization. Conscientization is a problem-posing, problem-solving form of education.

Now Freire was very successful in the northeast of Brazil. The people not only became literate but there was a strong side effect. They also became conscientized. They became concerned about their oppressed state. They wanted to make change.They were not only able to read and write, but they now had a new awareness and they were concerned. So through this Freire suggests and reminds us that education is political and that through the freeing of people through education we may create revolution. It becomes clear that Freire's ideas of literacy, though at first they seem nice and complacent, become extremely revolutionary and exciting when they're looked at in further detail. Freire is concerned

about freeing people by allowing them to become literate. Freeing people because his literacy approach makes them conscious of their environment, makes them conscious of the world they live in, assists them in examining problems and then acting upon their examination and then returning to examine some more. It's an exciting form of education but one that becomes extremely powerful and is a form of education in which we as adult educators must carefully examine out own motives.

This has been a very quick review of Paulo Freire and his ideas. You'll notice on your handout that there is included a section from some of the writings of Paulo Freire. This particular writing is Freire's instructions to coordinators of his cultural circles, as he calls them - coordinators, or facilitators, or educators. This will give you an idea of the sorts of instruction that Freire would give his people to make them better facilitators. Take a few minutes to read through this circular, written by Freire, and then restart the tape when you've finished reading it.

Segment 4

As you read through this material by Paulo Freire, it seems to be direct in terms of being the sort of thing that we as facilitators of adult education like to stand for, and that we like to hear. It seems that Freire is talking our language. He is talking about us wanting to become involved with our learners. He suggests that after each meeting we, as facilitators, and our members, that both of us are leaving enriched. He relies heavily upon the concept of dialog, a dialog between all of the learners. The facilitator is, of course, one of the learners. He is concerned that, in fact, the facilitator does not move ahead of the learners. The facilitator should move right along with the learners.- simple concepts that seem to sound so nice, yet when put to use, can be extremely revolutionary. The power of Paulo Freire and his ideas has been witnessed in Brazil, as he was asked to leave the country for 15 years. The ideas of Paulo Freire have been tried in other parts of the world with similar power of response. The freeing of people to begin to think for themselves, to have control of their own worlds.

This concludes the presentation on shared responsibility and Paulo Freire. Freire's ideas are greatly focused on the sharing of responsibility between the facilitator of learning and the adults, the learners themselves. You may want to discuss these ideas among yourselves for a while. This concludes this tape.

finding out more about learner needs

leader's guide

Purpose

This activity is designed to teach participants to use three specific methods for finding out more about learners needs. Each can be used in numerous situations. Determination of learner needs is important for adult educators. If the learners' personal and content needs are not being met in an instructional setting, they will soon drop out or search elsewhere to have their learning needs met.

Time Needed

100-120 minutes - Since three methods are being taught, this activity is divisible into separate sessions. However, maximum effectiveness is gained through one session.

Overview

This activity is divided into four sections, one on each of the three methods and one on summary. In each case, participants are involved in the process, i.e., they make use of the process as if they were learners.

In the first section, participants dialog with one another in an interview fashion, sharing personal background and learning style preferences. (The method can be used with other foci, such as problems as teachers, learning interest, etc.). The participants then try to think of ways in which the information gained from their partners could be used by the group to help each participant meet his or her needs.

In the second section, developing a needs checklist and prioritizing the needs, participants individually write down problems they have had in working with adults. (Again the method is usable with other foci.) Then the group compiles a group list of all problems, individuals prioritize the problems and note their priorities on the group list, and then begin discussing how to overcome the problems.

In the third section on open-ended needs assessments, participants complete an open-ended questionnaire and then share their ideas with the group.

The fourth section focuses on summary, review, and application of the three techniques. Here the participants are encouraged to begin planning how they can use the three techniques with their classes, and with their students, work together toward meeting learner needs.

Objectives

Through this activity the participants will:

experience three techniques for needs assessments,
begin to identify with the needs of their learners through looking at themselves as learners,
begin to plan for the involvement of their learners in meeting learner needs.

At the conclusion of this activity the participants will be able to:

identify the rationale for assessing learner needs,
involve learners in the process of assessing and meeting learner needs through three methods.

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants
2. Chalkboard and chalk or flip chart and felt marker for leader
3. Overhead projector
4. Screen
5. Newsprint or flip chart paper - one sheet for every 4-5 participants
6. Felt markers - one for every 4-5 participants
7. Masking tape
8. Cassette recorder and tape accompanying this activity
9. Transparency - "The Three Methods" *(Transparency 1)*
10. Handouts and worksheets for each participant:

Worksheet 1: Method 1
Worksheet 2: Method 2
Worksheet 3: Method 3
Worksheet 4: Summary, Review, and Application
Handout 1: Method 2 - Developing a Needs Checklist

NOTE: Information from the transparency can be written on a chalkboard or flip chart.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handout materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of the four worksheets, one handout, and the transparency.

2. Arrange tables and chairs in such a way that small groups of 4-5 participants can meet around each table and at the same time participate in large group discussions.

3. Collect all supplies and equipment.

Workshop Procedure - During the Session

SECTION 1 - Dialog Method

1. Introduce the workshop activity and this first section, the dialog method. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your owny way. (1 min.)

2. Hand out *Worksheet 1* . (1 min.)

3. Pair off participants with a partner whom they do not know well. Have them work through the dialog. (Encourage participants to stay with the format indicated (dialog, individual writing, and sharing).

   NOTE: You should spend time before the workshop reviewing the information requested on Worksheet 1. (15 min.)

4. Project the transparency and have participants identify and agree upon descriptive words to fill the blanks for each category under "Method 1." (Leader refer to *Transparency Key*). (5-6 min.)

5. Discuss the feasibility of using this method with adult students. (1 min.)

SECTION 2 - Checklist Method

6. Form small groups of 4-5. (2 min.)

7. Hand out *Worksheet 2*.

   NOTE: You should spend time before the workshop reviewing the information requested on Worksheet 2. (1 min.)

8. Introduce "Method 2", a checklist method.

   NOTE: The worksheet shows the step-by-step procedure, but you will be explaining each step further at the appropriate point.

   This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (1 min.)

9. Facilitate the group process of working through "Method 2." This can be done by either:

   Mode 1 - playing segments #3-6 of the cassette tape one at a time.

   Mode 2 - reading or paraphrasing the tape script for segments #3-6.

   Mode 3 - using the material in your own way. (30-35 min.)

(Do not allow more than 10 minutes for step 6. This workshop is devoted to teaching three methods for assessing needs, not solving problems which participants have identified.)

10. Project the transparency and have participants identify and agree upon descriptive words to fill the blanks for each category under "Method 2." (Leader refer to *Transparency Key.*) (5-6 min.)

11. Hand out *Handout 1*. (1 min.)

12. Summarize the process you just went through and ask about its usefulness with adult classes. This can be done by either:

    Mode 1 - playing segment #7 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #7

    Mode 3 - using the material in your own way. (1 min.)

NOTE: Remember that different foci are possible, e.g., the problems of an artist, the problems of getting a job, the skills needed, etc. can be substituted where working with adult students is written.

SECTION 3 - Open-ended Method

13. Form new small groups. (2 min.)

14. Hand out *Worksheet 3*. (1 min.)

15. Introduce "Method 3," an open-ended method, and have participants begin work on the worksheet individually. This can be done by either:

    Mode 1 - playing segment #8 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #8

    Mode 3 - using the material in your own way. (1 min.)

16. Encourage sharing when participants are finished writing. (15 min.)

17. Project transparency and have participants identify and agree upon descriptive words to fill the blanks for each category under "Method 3." (Leader refer to *Transparency Key.*) (5-6 min.)

18. Summarize the experience of "Method 3" and again ask about its usefulness within an adult class. This can be done by either:

    Mode 1 - playing segment #9 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #9

    Mode 3 - using the material in your own way. (1 min.)

SECTION 4 - Summary, Review, and Application

19. Hand out *Worksheet 4*. (1 min.)

20. Introduce this fourth section as a summary, review, and chance to begin planning for application. Have participants begin completing the worksheet. This can be done by either:

    Mode 1 - playing segment #10 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #10

    Mode 3 - using the material in your own way. (10 min.)

21. De-brief the workshop and the three techniques by discussing the three questions under "review" with the large group. (5 min.)

22. Ask participants to share new insights or new plans they have. (5 min.)

23. Conclude the workshop activity. This can be done by either:

    Mode 1 - playing segment #11 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #11

    Mode 3 - using the material in your own way. (1 min.)

24. Evaluate the activity, if you wish (a suggested evaluation form is included in these materials.)

Method 1
Dialog Method

INSTRUCTIONS: *After being paired off, share the following information with your partner. Take turns initiating responses, but both you and your partner should share each thought. Cover the items below where you are working with another piece of paper.*

This is an oral activity; you do not need to write anything. In fact, listen carefully to what your partner is saying. You will have about 15 minutes for this activity. Please pace yourself accordingly.

MY NAME IS . . . .

MY HOMETOWN IS . . . .

I SPENT MOST OF MY LIFE IN . . . .

MY FAMILY CONSISTS OF . . . .

WHEN I WAS A STUDENT, WHAT I LIKED MOST ABOUT GOING TO SCHOOL WAS . . . .

TO ME, LEARNING IS THE MOST ENJOYABLE WHEN . . . .

WHEN I THINK ABOUT MYSELF AS A LEARNER, I THINK LEARNING SHOULD BE . . . .

AS AN ADULT EDUCATOR HERE IN THIS WORKSHOP, I WOULD PREFER TO LEARN BY . . . .

INSTRUCTIONS: *When you are finished sharing with your partner on the above thoughts, take a little time to think through the following question individually. Briefly jot down some of your thoughts.*

LOOKING BACK AT THE LAST QUESTIONS ABOVE, WHAT KIND OF EDUCATIONAL EXPERIENCES WOULD YOUR PARTNER PREFER?

WHAT RECOMMENDATIONS COULD YOU MAKE TO THE GROUP IN ORDER TO HELP YOUR PARTNER HAVE THE KINDS OF EXPERIENCES HE/SHE PREFERS?

INSTRUCTIONS: *If time permits, talk over what you just wrote with your partner.*

	METHOD 1	METHOD 2	METHOD 3
LOCATION of RESPONSIBILITY			
FOCUS (problems, needs, goals, preferences, etc.)			
POTENTIAL for ON-GOING ACTIVITY			
FORM of INTERACTION			
LEVEL of INTERACTION			
LEVEL of PERSONALNESS			

	METHOD 1	METHOD 2	METHOD 3
LOCATION of RESPONSIBILITY	STUDENT/ TEACHER	STUDENT	STUDENT
FOCUS (problems, needs, goals, preferences, etc.)	ANY	ANY	ANY
POTENTIAL for ON-GOING ACTIVITY	MODERATE	HIGH	MODERATE
FORM of INTERACTION	DYAD and GROUP	SMALL GROUP	SMALL GROUP
LEVEL of INTERACTION	HIGH	HIGH	MODERATE
LEVEL of PERSONALNESS	HIGH	HIGH	MODERATE

Method 2
Checklist Method

1. Individually write down problems you've had in *working with adult students*.

   1.

   2.

   3.

   4.

   5.

2. Compile list from all group members on flip chart paper. (Eliminate duplicates.)
3. Post list.
4. Individually prioritize group list of problems.
5. Individually write priorities on posted list.
6. Discuss how you can overcome problems within your small group.

Method 2 - Developing a Needs Checklist

Step 1 Participants individually jot down 3-5 problems they have had or presently have in the area of _____.

Step 2 Participants form small groups in which their individual lists are shared and written on newsprint or flip chart to form a composite list.

(Every item from every person's list should be included except those eliminated to avoid duplication. Participants should be specifically instructed not to discuss the problems but to list them. Each item should be listed in 5-10 words, leaving a 6" margin on the left side. Items should be lettered in sequence.)

Step 3 Post each list near the authoring group.

Step 4 Participants individually letter consecutively on a piece of paper as on the group "problem list." They then read through the items on the group list and prioritize the problems for themselves, putting a "1" by their greatest problem, etc.

Step 5 Participants go to the posted "problem list" and write their priority numbers in columns to the left of the problem.

Step 6 Participants begin discussion in their small groups how they can overcome the problems.

(Participants should begin discussing the problems that seem most common, but they should deal even with those which only one person seems to see as a problem. They should also be encouraged to suggest resources for one another.)

ALTERNATIVES: After step 3, a composite list from the whole class could be developed which participants could then prioritize as in steps 4 and 5. Small groups could then discuss the problems as in step 6.

Another possibility is to build the class composite list directly after step 1. However, there are two main disadvantages to this process:

a. Less open students are much less likely to share everything on their lists in the large groups than they would be in a small group of 4-5.

b. With this process, the instructor would probably become the task leader. If small groups are used as in step 2, then the participants are allowed to develop leadership and interactive skills.

Method 3
Open-ended Method

INSTRUCTIONS: *As an adult educator, you no doubt feel the need periodically for some new insights, or some new information, or some new methods or techniques to help you with your teaching. Mull the thought over for a bit and then answer the following questions.*

IN ORDER TO MEET YOUR NEEDS, WHAT KIND OF IN-SERVICE TRAINING WOULD YOU LIKE TO HAVE? WHAT IS THE CONTENT THAT SHOULD BE COVERED?

1.

2.

3.

4.

WHAT WOULD YOU RECOMMEND AS THE FORMAT FOR IN-SERVICE TRAINING? (FOR EXAMPLE: HOW OFTEN? HOW LONG? WHAT KINDS OF PRESENTATIONS?)

IF YOU CAN, RECOMMEND SOME RESOURCES FOR THE IN-SERVICE TRAINING YOU REQUESTED ABOVE. LIST POSSIBLE RESOURCES FOR NUMBER 1 ABOVE UNDER NUMBER 1 HERE. LIST RESOURCES THAT APPLY TO SEVERAL TOPICS UNDER "GENERAL".

1.

2.

3.

4.

General.

INSTRUCTIONS: *When you are finished writing, begin sharing what you wrote with others around you.*

Summary, Review, and Application

SUMMARY: You have just been exposed to three methods of determining learning needs: interviews, checklists, and open-ended questionnaires. As you briefly made use of each of these methods, you no doubt realize how important it is to you as a learner to have your needs met. Likewise, it is important to your students that they have their needs met. If the needs of the learner are not met, it is quite unlikely that he or she will continue to be involved with learning in any formal setting.

As you made use of these three methods today, you may also have been aware that the learner has two broad set of needs:

1. personal needs such as psychological or emotional needs, learning style preferences, motivation, developmental tasks, values, etc.

2. content needs such as knowledge, skills, or attitudes.

REVIEW: Please answer each of the following questions briefly.

What did the facilitator find out about my needs in each of the three methods?

What did we participants find out about each others needs in each of the three methods?

How did each of the three methods encourage participants to help one another to meet their needs?

APPLICATION: Begin planning for use of these techniques. Think about a course you teach. Write up a tentative plan for using a needs assessment process, i.e., decide which methods to use at which points.

On the back of this sheet, begin writing a rough draft of a form (interview guide, checklist, or open-ended questionnaire) which you can use in your class.

evaluation form

1. Describe a couple of the ideas from this workshop which you believe will be most beneficial to you as an adult educator.

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity is called "Finding Out More About Learner Needs." The activity has been designed to examine three specific methods for finding out more about learner needs. Each of these methods can be used in a number of different ways.

Determination of needs is important for an adult educator. If needs are not being met, learners soon drop out or search elsewhere to have their learning needs met. Determining needs is a skill which is basic to all planning for learning activities.

Typically, needs assessments are done by the teacher alone as a one shot thing. This activity will demonstrate that needs assessments can be done by students and that students can make use of those needs assessments to help one another on a continuing basis.

The activity today is divided into four sections, one section on each of three different needs assessment techniques and the fourth section, a summary. In each case you will be involved in the process.

The first type of needs assessment is a dialog or interview approach. Each of us will be paired off with another person, preferably someone we do not know well. You will be receiving a worksheet shortly. Please take time to read <u>each</u> <u>set</u> of instructions carefully as you go through the worksheet.

Segment 2

Now we've completed one type of needs assessment - a dialog or interview approach. The second method that we are going to be using to find out more about learner needs is a checklist approach. We will be developing a checklist and then prioritizing things we have written on our list. *Worksheet 2* asks you first to write down problems that you have working with adult students.

Let's look at step 1. Everyone in your group is involved in adult education in some way, but your experiences are varied. Take a few minutes to jot down three to five problems that you have had or presently have in working with adults. For example, "I find it hard to get them involved." "They seem to put so many other things before their school work." Take some time now to write down some of these problems...#1 on your worksheet. In a few minutes we'll look at #2 on your worksheet.

Segment 3

We've now identified some of the problems our learners have. The next step in the process of developing a checklist form of needs assessment is to compile a list showing the things written by the members of your group. This list should include everything from each group member's list (eliminating duplicates). As you write them, try to condense each statement to just a few words. Leave a large margin on the left side of your paper. When you're finished writing everything, letter each statement consecutively: A, B, C, etc. Go ahead and do that now.

Segment 4

Now that we have a list of all of the problems from our group, we're going to prioritize the problems. Each of us, individually, will create our own priority listing.

On a piece of paper, write the letters for the problems your group has identified. If your group has identified 17 problems, write letters from "A" to "Q" on your paper (17 letters). If 22 problems were identified, write the letters from "A" to "V" (22 letters).

Then, put a number "1" by the problem letter that you feel is the greatest problem, a number "2" by the second greatest problem, etc.

Go ahead now. Write the problem letters and number them according to their priority.

Segment 5

Now that you have prioritized your group list of problems, take turns in your group going to your posted group list and writing your priority numbers. Write them in the margin on the left side. Write on the group list exactly what you wrote on your paper. For example, if you have a number 4 in front of problem "A" put your number 4 in front of that problem on the group list. Thus, you might write "4, 2, 6, 8, 1" etc. down the list. Take turns in your group writing priorities on your group list.

Segment 6

Now that we've prioritized our group problems, we can begin to see what problems are seen as greatest by our group. Spend a few minutes now discussing your group's greatest problems and then look at possible ways that these problems could be solved.

Segment 7

We have now completed a second method for conducting a needs assessment. The first method was a dialog or interview approach. This second method was a checklist approach. The checklist approach begins by identifying an area of focus for the approach. For our activity this area of focus was "Problems associated with working with adult learners." Each of us identified our own problems, we all added these together on a group list, and we prioritized and discussed the problems of the whole group.

This form of a checklist approach involves the learners themselves in the needs assessment. It's not done just by the teacher. The approach can be used many times over by merely changing the area of focus each time it is used. The area of focus should be directly related to your instructional focus.

Segment 8

The third method for finding out more about learner needs is an open-ended method, a method which allows the learners to say what's on their minds. *Worksheet 3* will structure an open-ended form of needs assessment. For this activity we'll be focusing on needs related to in-service training. Go ahead now and work on *Worksheet 3*.

Segment 9

Let's look now at the third method we have just used for finding out more about learner needs. It's an open-ended method that allowed us to write our thoughts under each of a series of questions. Can you imagine using this kind of format with your students in your own class? Could you, for example, ask them the first question. "In order to meet your needs, what kind of training would you like to have?" "What is the

content that should be covered?" Or you may be more specific and ask, "What kind of a reading book should we be using?" "Do you have any preferences?" I think you can readily see that you as a teacher can get some valuable information from your own students.

Notice, though, the emphasis in the instructions: "When you finish writing, begin sharing what you wrote with others." The purpose is for learners to become involved with one another and to understand and to recognize each other's needs so they can help one another. Thus, learning can become a group process, a cooperative process among learners and teachers.

Segment 10

We are now in the final portion of our activity, section four. In this section we are going to try to summarize, review, and look at the application of these three methods for finding out more about learner needs. *Worksheet 4* will structure this final portion.

Segment 11

In conclusion, let's look at what we've done on *Worksheet 4*. There are two broad kinds of needs: First, personal needs, such as psychological or emotional needs, your learning style preferences, your own developmental tasks and values; and secondly, content needs, whether knowledge, skills, attitudes, or behavior. Each of the different methods that we have used is adaptable to many different areas of focus. It has been stressed that needs assessment should be an on-going activity. It is not something that we do only once. Needs assessment can be and appropriately should be a group activity. The purpose for this is to establish the responsibility for learning with both the teacher and the learner. Adult students are capable of making decisions and judgments. It therefore seems to make sense to allow the adult learner the opportunity to fully participate in needs assessment.

The challenge now is making use of these processes for needs assessment within our own classroom. And we hope that you will be successful in doing that.

Good luck. This concludes the activity.

helping adult learners establish or clarify objectives

leader's guide

Purpose

These materials have been developed to provide participants with the ability to assist learners in establishing their own objectives or to help them in clarifying their objectives, moving from broad to narrower objectives. This in turn will help learners focus their learning activities more specifically.

Time Needed

60 minutes (approximately)

Overview

There are two major sections within this activity. In the first, the participants look at their own processes for establishing or clarifying objectives and the "key things" or people that helped in that process. This is done through a worksheet and a sharing experience.

In the second section, participants focus on how they as classroom teachers can be instrumental in helping learners through the process of establishing objectives. Within this section, the participants are first asked to explore this idea by looking at their own experiences, by listening to a short presentation, and finally through applying specific ideas to their own subject fields and settings.

Objectives

Through this activity the participants will:

recognize the processes they have gone through in establishing or clarifying objectives,
share their experiences with others and look for commonalities,
explore different means for helping adult learners through the process of establishing or clarifying objectives.

At the conclusion of this activity the participants will be able to:

identify the two broad kinds of information which an individual uses in identifying objectives,
identify specific things they can do as teachers to help learners establish or clarify objectives.

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants.
2. Chalkboard and chalk or flip chart and felt marker.
3. Overhead projector and screen and projector pen.
4. Two worksheets and one handout for each participant:

   Worksheet 1 "Learning Project"
   Worksheet 2 "Instructor's Worksheet"
   Handout 1 "Suggestions for Instructors"

5. The transparency "Discussion Questions" *(Transparency 1)*.
6. Cassette recorder and tape accompanying this activity.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on a chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare a copy of *Worksheet 1*, *Worksheet 2*, and *Handout 1* for each participant.

2. Arrange tables and chairs in such a way that small groups of 4-5 participants can meet around each table and at the same time participate in large group discussion.

3. Collect all equipment and supplies.

Workshop Procedure - During the Session

1. Group participants by 4's or 5's around the table.

2. Provide the introductory material for the participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way (2 min.)

3. Hand out *Worksheet 1* and have participants complete it as instructed. (7 min.)

4. Encourage participants to share their responses with the other groups as instructed on the worksheet. (13 min.)

5. Summarize what you have done and how it leads into the next section. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (1 min.)

6. Conduct a large group discussion on the following questions using *Transparency 1*, "Discussion Questions."

   How can a teacher contribute to a student's process of establishing or clarifying objectives?

   How can a teacher provide some of the "key things" mentioned in number 2 on *Worksheet 1*?

   How can a teacher take on some of the roles of the people mentioned in numbers 4 and 5 on *Worksheet 1*?

   List specific ideas on the chalkboard or flip chart. (10-15 min.)

   OPTIONAL: Have the small groups discuss these questions, write their lists of ideas on a flip chart, and then share them with the other groups.

7. Provide information to the participants on the possible strategies a teacher can use to help learners establish or clarify objectives. This can be done by either:

   Mode 1 - playing segment #3 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #3

   Mode 3 - using the material in your own way. (5-7 min.)

8. Hand out *Handout 1* and *Worksheet 2* and introduce participants to them. This can be done by either:

   Mode 1 - playing segment #4 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #4

   Mode 3 - using the material in your own way. (3 min.)

9. Encourage participants to complete the worksheet and then share their ideas. (10 min.)

10. Conclude the activity with a brief summary. This can be done by either:

    Mode 1 - playing segment #5 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #5

    Mode 3 - using the material in your own way. (1 min.)

11. Evaluate the activity if you wish. (A suggested evaluation form is included in these materials.)

LEARNING PROJECTS

A "learning project" can be described as a deliberate effort on the part of an individual to learn something which he or she wishes to retain. This project would probably involve several hours of learning activity (reading, listening, talking, participating, etc.).

Using that description of a "learning project," can you think of a learning project with which you have been involved during the past year? Try to answer the following questions relative to that project.

1. Briefly describe the project with which you were involved.

2. What were some of the key things (events, circumstances, needs interests, etc.) which occurred which helped you decide on this learning project? (For example, I wanted to get a new job. I needed more exercise.) List several if possible.

3. Generally such "key things" as those listed above occur over a period of time. This period extends from when an individual first begins to think about a learning project until the time at which he/she actually begins the project. Over what period of time did these "key things" occur for you?

4. Describe the changes or clarifications your objectives went through during this period of time. If possible, also identify the key thing or person who precipitated the change or clarification. (For example: When my carburetor broke down, my objective changed from general car repair to engine repair. After talking with my mechanic, I decided to focus on engine tune-up rather than repair.) Identify several if possible.

5. Describe the changes your objectives went through after you got involved in the learning project. Again identify key things or people who affected these changes.

When you are finished writing, begin sharing your responses with others in your group. Particularly note any commonalities in your responses. Jot them down.

DISCUSSION QUESTIONS

How can a teacher contribute to a student's process of establishing or clarifying objectives?

How can a teacher provide some of the "key things" mentioned in number 2 on worksheet 1?

How can a teacher take on some of the roles of the people mentioned in numbers 4 and 5 on worksheet 1?

SUGGESTIONS FOR INSTRUCTORS

Learners come to a classroom at different stages in the process of defining and clarifying their learning objectives. If the teacher is sensitive to this learner process, he/she can assist learners in the process. The following are two major ways in which teachers can help in that process.

I. HELP LEARNERS EXPLORE THE DEPTH AND BREADTH OF THE SUBJECT FIELD.

A. Expose the learners to broad coverage of the student field in the opening weeks of the course (e.g., provide an overview chapter, invite a former student to talk, etc.)

B. Expose the learners to "good" work in the field (e.g., good art, good writing, good management styles, etc.)

C. Help learners dialog with others in the field (e.g., expert practitioners or advanced students through visits to class or field trips, etc.)

II. HELP LEARNERS UNDERSTAND THEMSELVES.

Allow opportunity for learners to do self-analysis or self-assessment in areas relevant to their field (e.g., providing a diagnostic reading test for a high school completion student, a typing test for a potential secretary, a personality test for a manager-to-be).

INSTRUCTOR'S WORKSHEET

How will you assist learners in establishing or clarifying their objectives? The "Suggestions for Instructors" give you some ideas. This worksheet will help you focus on specific ideas for your subject field and your setting. (The numbers and letters here correspond to your "Suggestions for Instructors".)

I. A. What materials do you have or use which serve as an overview?

What else might be available?

B. What are some sources of "good" work in your field?

C. Who in your subject field might be willing to dialog with your students?

How could you get dialog going for your learners? (interview? panel discussion?)

II. What self-assessment might be helpful to learners in your subject field?

Where might you find other possibilities?

When you are finished with this worksheet, share your ideas with others. Perhaps get together with others who teach the same subject you do. Ask others for their ideas or suggestions.

evaluation form

1. Describe how you anticipate that this workshop will affect your work with adult learners.

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

The learning activity in which we are now involved is called "Helping Adult Learners Establish or Clarify Objectives." It's been designed to provide you with the ability to assist learners in establishing their own objectives or clarifying their objectives, that is, to move from broad objectives to narrower objectives. This, in turn, will help learners to focus their learning activities more specifically. They will be able to aim their learning activities at things that are very relevant to them. Of course, this is very important for adult learners because they come to a learning setting wanting practical experiences. They want something they can use. And so by helping them to clarify objectives and then aim their learning activities at those objectives, learning in your classroom can be much more relevant to your learners.

This activity is divided into two major sections. In the first, we will be looking at your own processes for establishing or clarifying objectives and the key things or people that helped you in that process. The second portion will focus on how you as teachers or facilitators can be instrumental in helping learners through the processes of establishing their own objectives.

The first thing that we will be doing is working through a worksheet called "Learning Projects." A learning project can be described as a deliberate effort on the part of an individual to learn something which he or she wishes to retain. Such learning at first can involve acquiring knowledge, attitudes or values, or skills or behavior. Frequently, for adults, learning projects include learning to do something -- learning to sew or to paint or to fix a car, or even to type better or to write better or to read better or to speak a language. In other words, they want to do something. According to the description of learning projects that we are going to use, a learning project also involves several hours of learning activity, such as reading or listening or talking or participating or being involved in some way. Using that description of a learning project, we want you to think of a learning project that you've been involved in over the past year and then answer a number of questions relative to the project on a worksheet.

Go ahead and look at *Worksheet 1.*

Segment 2

You've just analyzed your learning projects, looking particularly at three things: the key things that went into getting you into a learning project, the changes and objectives that took place over a period of time, and the role that the key things or people played in helping you formulate or clarify your objectives.

The adults that come to your classes have also engaged in a learning project. Somehow they have decided that the appropriate means of pursuing that project was to get involved in your class. However, it is doubtful that they are all at the same stages in the process of clarifying their objectives. Today, as we said before, we are focusing on how you as a teacher can help your adult learners establish or clarify their objectives. If you can do that, it will help your learners focus their learning activities on more relevant or meaningful experiences. It will also help you to help the learners engage in projects which contribute to meeting their objectives. All of this, of course, can take place within the confines of the class that you are teaching.

On the Learning Projects Worksheet, *Worksheet 1*, you described your thoughts as a learner. Let's stay in the role of a learner for just a little while longer. As a learner, what could a teacher do to help you? We're now going to discuss some questions in this area. The basic question is, "How can a teacher contribute to a student's process of establishing or clarifying objectives?" The other questions help answer that question. Think of your experience as a learner as you try to answer these questions.

Segment 3

The process of identifying objectives by a learner is an on-going process. The initial stage of this process involves gradual recognition of an interest or problem and gradual recognition of where the individual is compared to where he or she would like to be. Adults tend to be very problem-centered. They focus on immediate application. Look at the learning project that you identified earlier. Did you have some immediate application in mind as the end product?

Here's an example of what I mean by this gradual process. An adult may sense a growing family rift between children and parents and become frustrated with not being able to reduce the tension. The parent may identify this gap between the desirable and the present situation and get involved in a learning project to learn new behaviors. You can no doubt imagine that this decision process doesn't happen over night. In this situation, the problems may go on for several years. The parents may talk to other parents. They may be exposed to a radio or TV show on the topic. They may have attended a parent-teacher meeting or read a magazine article or had a family blow-up which precipitated the decision to get involved in a class.

Among those adults in your class, there are individuals at various places throughout their own objective-defining process. There may be some who could say at the very first class meeting, "I'm here to learn how to listen to my children." In another class, an individual might say, "I want to build a table for my dining room." In another room a learner may say, "I want to learn to spell so that I can get a job as a secretary." Another may say, "I want to learn to complete my income tax form."

However, other participants are probably at earlier stages in the objective-defining process. They may be vague at defining objectives. They may say, "Umm, this class sounded interesting," or "I had a buddy who said that I ought to take this class," or "It was on the list of the classes that I had to take," or "I thought I needed this." These are very vague objectives.

How should the instructor handle this diversity? Well, let's try to look at it from the learner's viewpoint. Those learners with clear objectives will want to dig right in to meet those objectives. Others, who don't have such clear objectives, are really looking to test the waters, trying to gain some insight, or trying to establish objectives before getting their feet really wet.

So what should the instructor do? Here are some suggestions. There are really two avenues: One, help the learners explore the depth and the breadth of the subject field. Expose them to the broad spectrum of information that is available. This can be done in a number of ways, including overview lectures or films or slide-tape presentations or chapters in the text that provide an overview. It may also take the form of exposure to good works in your field, for example, good art work or good secretarial work. Or it may take the form of dialog with others in the field, experts or practitioners or advanced students. The objective in this phase is to let learners explore the depth and the breadth of the subject field. Let them know what is possible.

The second suggestion is to help learners understand themselves, that is, to develop greater awareness of their own abilities. This can be done through self-analysis or self-assessment.

Notice how these two main avenues work together. One explores what could be and the other explores what is. Thus the gap between the two becomes more evident. If you look back at your learning project, you will probably find many things which fit into these two categories. Take a minute to look for those two kinds of things on your list, things that expose you to the depth and breadth of the subject field and things that help you understand yourself.

Stop the tape here and start it after you have handed out *Handout 1* and *Worksheet 2*.

Segment 4

Learners come to classrooms in different stages in the process of defining objectives. If you're sensitive to that, you can help learners through that process. There are two broad ways to assist in this: Help learners explore the breadth and depth of the subject field, and second, allow learners to do self-analysis or self-assessment in areas relevant to the field to help them understand themselves.

What we want to do next is to help you turn those two suggestions into something that is relevant to your specific subject field and your specific setting. Take a look at the "Instructor's Worksheet" *(Worksheet 2)* to see how we try to do that. The numbers here correspond with the numbers on the "Suggestions for Instructors" *(Handout 1)*. Notice that the worksheet asks you what material you have or presently use which can serve as an overview and what else might be available.

Then we look at what some of the sources of good examples in your field are, and again, only you can determine what those sources are in your subject field. At letter C, the worksheet reads, "Who in your subject field might be willing to dialog with your students?" and "How could you get those people involved in dialog with your students?" And finally, Roman numeral II reads, "What self-assessment might be helpful to learners in your subject field?" "Where might you find other possibilities?"

Please take a few minutes to think seriously about these different questions and write down your ideas. You can probably begin applying them as soon as you meet with your class again. When you are finished with this worksheet, share your ideas with others. Perhaps get together with others that teach the same subject you do. Ask others for their ideas or suggestions.

Segment 5

In summary, there are two broad means of helping learners establish or clarify their objectives. The first is to expose them to what could be, i.e., exposing them to the depth and breadth of the field. The second is to help them explore what is, where they are, how they presently function, so that the gap between the two is more identifiable. When we help learners to do those two things, they will begin to establish or clarify their own objectives.

Hopefully you will remember those two broad strategies and now know some specific ways in which you can help your learners to make learning more profitable for them by helping them clarify their own objectives. Good luck.

learning from others

leader's guide

Purpose

This activity is designed to allow participants to learn from one another through inquiry, to analyze their methods of inquiry, and to improve their ability to learn from one another.

Time Needed

45 minutes (approximately)

Overview

This workshop activity provides an opportunity for workshop participants to find out a bit more about each other. After a period of inquiry (questioning), participants share some of the interesting discoveries from the inquiry time.

The second and concluding part of the activity looks at the effectiveness of the inquiry approaches that were used by the participants. A set of three questions focuses a large group discussion on improving one's own inquiry methods and helping others become better inquirers.

Objectives

Through the activity the participants will:

have an opportunity to find out more about each other,
jointly explore methods for inquiring.

At the conclusion of the activity the participants will be able to:

identify an approach for inquiring,
specify ways to assist others to become better organized inquirers.

Equipment and Supplies Needed

1. Chairs for each participant. (They should be movable so that small groups of 2 or 3 can by easily formed.)
2. Chalkboard or overhead projector and screen.
3. One overhead transparency (*Transparency 1*).
4. Cassette tape player if the pre-recorded cassette (included with these materials) is to be used.

NOTE: Information from the transparency could be written on the chalkboard if desired.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedures - Before the Session

1. Prepare *Transparency 1* (if you are using an overhead projector).
2. Organize chairs so that people can see each other and can easily move into small groups of 2 or 3.
3. Read through these materials with care, take notes if needed, and listen to the entire cassette tape.

Workshop Procedure - During the Session

1. Welcome participants and provide the introductory material. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (2 min.)

2. Now break the group up into teams of two or three participants per team. (1 min.)

3. Ask the members of the small teams to interview each other to find out something unique or interesting from one another. Tell participants that the method of inquiry - how they ask questions - is up to them. (8-10 min.)

4. Reorganize into large group and share the interesting things that were discovered. (10 min.)

5. Conclude this part of the activity and introduce the next. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (1 min.)

6. Project *Transparency 1* to present the three questions for large group discussion.

7. Conduct a discussion of the three questions. (15-20 min.)

8. Wrap-up the activity. This can be done by either:

   Mode 1 - playing segment #3 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #3

   Mode 3 - using the material in your own way. (1 min.)

   Note: You will note in steps #7 and #8 that there are no suggestions as to what the teacher's role in the discussion should be. This is in keeping with the emphasis on "learning from others."

9. If you will be evaluating the program, now is the time to do it! (A suggested evaluation form is included.)

INQUIRING

1. **What strategy did you use for inquiring?**

2. **How could your inquiring have been better organized?**

3. **How can you help others become better organized inquirers?**

evaluation form

1. What things must be remembered while making an inquiry?

2. What were the strengths of this session?

3. What were the weaknesses of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity is entitled "Learning from Others." The focus of the activity is on how we adult educators can begin to enable all of us - teacher/facilitator and learners - to learn from each other.

This concept is particularly well suited for use in adult education since all the adults in an adult education setting have experience and background that can be considered as resources for us as adult educators. We all as adults know many different things. The challenge then is to somehow bring these things out in the adult education setting. The role of the adult educator is a pivotal or central role which is focused on uncovering resources that exist in our instructional setting and matching these resources with needs that also exist. A good percentage of our time is spent in uncovering resources that do exist and then beginning to match these resources with needs in the instructional setting.

For the next few minutes during this activity, we're going to look at resources that exist within our own group here today. During the activity, we're going to look at ways to stimulate the resources that exist among ourselves. We're going to look at these resources and examine different ways to inquire of our learners so that we can begin to stimulate resources that exist.

Segment 2

We've just completed an activity where we found out a bit more about the individual members in our group and a bit about the strengths and the resources that exist within our group.

Now we're going to turn our attention to an examination of ways that we could have strengthened this activity. We're going to look at how we went about inquiring of each other. We're going to look at how we could have better organized our activity so that we could have more quickly, more efficiently explored resources. And finally, we're going to examine the question of how we as adult educators can help our learners become better organized inquirers.

Segment 3

How do you go about uncovering resources in an instructional setting? This activity has focused on how we can assist our learners in utilizing their own knowledge, their backgrounds, their experiences as resources in our own instructional settings. Usually, we as adult educators are central figures in uncovering resources that exist within our own instructional settings and matching these resources with the needs that exist within our groups. Somehow, the challenge for us as adult educators is to better uncover the resources that exist around us, much as we did today. We as facilitators of learning are not the only resource in an adult education setting. Another very powerful resource is the learners themselves. The challenge, then, is to assist our learners in serving as resources for each other.

levels of teaching

leader's guide

Purpose

This activity examines the cognitive domain of learning and provides a basis for adult educators to design appropriate learning activities. The activity attempts to challenge the workshop participant to examine instructional activities which operate at the higher levels of the cognitive domain.

Time Needed

55 minutes (approximately)

Overview

This workshop activity is organized in two separate segments. The first segment presents specific information to the workshop participants on the cognitive domain of learning. The second segment of the activity provides an opportunity for the workshop participants to work through the different levels of the cognitive domain in a learning activity.

The activity uses the concept of a "perceptual handicap" to illustrate the different levels of the cognitive domain. Participants are first asked to remember a description of the cognitive domain of learning, which is "learning at the knowledge level." Next the participants are asked to discuss this concept and to use their own words to describe it, which suggests learning at the comprehension level. Then the workshop leader asks the participants to write a series of numbers on a 3 X 5 card placed on their foreheads. This writing task actually creates a perceptual handicap in the participants and allows them to operate at the application level of the cognitive domain. Following the writing task, the participants discuss what has happened and by so doing they begin to move into the analysis, synthesis, and evaluation levels of the cognitive domain.

The workshop is then concluded by reviewing the six levels of the cognitive domain of learning.

Objectives

Through the activity the participant will:

experience the feelings of a learner at different cognitive learning levels.

At the conclusion of the activity the participants will be able to:

identify the six separate levels of the cognitive domain,
identify some activities to guide learners to the higher levels of the cognitive domain.

Equipment and Supplies Needed

1. Chairs for each participant and one table for each 4-5 participants.
2. One *Note Taking Guide* for each participant.
3. A cassette player if the pre-recorded cassette (included in these materials) is to be used.
4. One 3 X 5 notecard for each participant.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways.

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of the *Note Taking Guide* (one for each participant).

2. Arrange chairs so that people are comfortably seated and can watch each other as they try the learning activity.

3. Read through these materials with care, take notes if needed, and listen to the entire cassette tape.

Workshop Procedure - During the Session

1. Hand out the *Note Taking Guide* to each participant.

2. Explain that the key concepts to be presented during this activity are included on the *Note Taking Guide*.

3. Provide the background material for the participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (8 min.)

4. Tell the participants that they will now be participating in an activity that will focus on the different levels of the cognitive domain.

5. Conduct the activity. See the separate sheet ("Leader Instructions - Group Activity") to get exact instructions for the activity. (25 min.)

6. Provide further information on the cognitive domain. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (5 min.)

7. Conduct a final discussion. The following questions should help with this discussion:

   How can the cognitive domain be useful in you own classroom?
   In what ways do you provide for application of learning in your classroom?
   In terms of the cognitive domain, at which levels does it seem that your learners are operating?
   At what level do you feel your learners would like to operate? (15-18 min.)

8. Conclude the activity. If you will be evaluating the program, now is the time to do it. (A suggested evaluation form is included.)

BENJAMIN BLOOM'S COGNITIVE DOMAIN OF LEARNING

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

In what ways can you provide for the use of various levels of learning in your adult education situation?

LEADER'S INSTRUCTIONS
Group Activity
(see step 5 in "Workshop Procedure")

A. Tell the participants:

"This activity will examine the concept of a perceptual handicap. We will be learning about perceptual handicaps at the different levels of the cognitive domain."

B. Level 1 - Knowledge

Have participants memorize the following description of a perceptual handicap:

"A person with a perceptual handicap sees things other than in their real way."

Repeat this description a number of times. Have participants try to repeat it. If they get it correct, they are at the knowledge level - they can remember.

C. Level 2 - Comprehension

Ask participants to use their own words to describe "perceptual handicap." If they are able to do this in their own words, they are at the comprehension level - they are able to understand.

D. Level 3 - Application

Hand out a 3 X 5 card to each participant. Ask them to write the numbers 2-3-4-5-6 on the card. However, the card must be held on their forehead while they are writing. (For almost everyone this will create a perceptual handicap.) Ask participants to watch each other to see how they are doing.

Discuss the activity. Use some of the following questions:

How did it feel?
How do you think a person with a perceptual handicap feels?
What do you think was similar about how you felt and how a perceptually handicapped person feels?

E. Discuss the levels of the cognitive domain that were just demonstrated.

Knowledge	Level 1 - Memorize the definition	
Comprehension	Level 2 - Use your own words	
Application	Level 3 - Writing activity	
Analysis	Level 4	Discussing the writing activity
Synthesis	Level 5	
Evaluation	Level 6	

NOW RETURN TO STEP 6 OF THE "WORKSHOP PROCEDURE."

evaluation form

1. Arrange these cognitive levels of learning in the correct order.

highest	6_____	Application
	5_____	Evaluation
	4_____	Knowledge
	3_____	Analysis
	2_____	Synthesis
lowest	1_____	Comprehension

2. What were the strengths of this session?

3. What were the weaknesses of this session?

4. Comments:

TAPE SCRIPT

Segment 1

The cognitive domain is that part of learning which is concerned with our thinking processes, those logical ways that we go about our learning. This is in contrast to the affective domain, which is concerned with our feelings or emotions, and the psycho-motor domain, which is concerned with our physical abilities and development.

Benjamin Bloom and his associates examined the cognitive domain and were able to identify a series of six different levels of learning. For the next few minutes we are going to be examining these six different levels.

The very lowest level of the cognitive domain is that which Bloom describes as the knowledge level. The knowledge level is the level where we are concerned merely with remembering things. When we leave work in the afternoon we often try to remember where we left our cars. If the level of learning that we are concerned about is merely the knowledge level, all we want to do is remember that fact at five o'clock. To memorize is at the knowledge level, and while that is learning in the cognitive domain, it is a very basic form of learning. Once a person is able to remember some facts, he or she is ready for the next level, which is called comprehension.

The comprehension level is understanding. At this level a person is able to take the things that they remember and begin to understand the fullness of the ideas. Understanding is the key to comprehension. Remembering is the knowledge level; understanding is the comprehension level.

The next notch up on this cognitive ladder is application. At the application level we're putting things to use. Things that we remember and understand we can put to use. And in our lives, often the thing that is most exciting is putting things to use. Often when we try to apply things we say, "My Gosh! I really don't understand what I'm doing." So we back down to level 2 of the cognitive ladder and we try to understand what's going on. Then we move on to application. We feel a lot better, we're able to do a lot better.

The fourth step of the ladder is what Bloom and his associates call the analysis level. After people are able to apply their understanding, hopefully they can begin to analyze, to see the parts of something. And it makes sense that until a person actually tries an idea or has actually applied it, he or she is going to have a hard time analyzing within that area.

As we are moving up this cognitive ladder, each of these levels becomes more complex. The assumption is that as we move up to the next notch, we have mastered the level below us.

The fifth rung of our ladder is the synthesis level. This is defined as being able to put seemingly unrelated things together to form a new whole. People who are creative often operate at the synthesis level.

The sixth step on the cognitive ladder, and the very highest level, is that of evaluation. Evaluation is very simple - it is the making of value judgments, deciding whether something is good or bad, right or wrong. And we assume that a person who is operating at the evaluation level, making these value judgments, is able to synthesize, to analyze, to apply, and to comprehend. So the sixth level, the evaluation level, is the very highest level. Thus we have six levels in the cognitive domain, going from merely remembering all the way up to making value judgments.

Often adult learners come to learning environments to apply things. And a problem is often created when the teacher says, "But first let's sit down - I want you to remember a few things, to learn a few things, to memorize these things and to understand them." And the learner says, "No, I'm here to apply, I want to put some things to use." I think that both the learner and the teacher are right. What we learn from the cognitive domain is that the learner may have to back down and get the prerequisite knowledge and comprehension. But the learner really would like to apply. And what happens is that the learner will attempt to apply. If we let the learners do that, they then begin to see that they have to pick up the understanding and the knowledge to support this application.

As I have just talked to you on this tape recording, I'm attempting to give you some knowledge about the cognitive domain. And hopefully I've done it in a clear enough way that you are beginning to understand what Bloom has to say. But in a second, I'm going to stop talking and ask you to participate in an activity where you can begin to apply the cognitive domain so you can move up to that third level. And for you to apply the cognitive domain well, you're going to have to really know and understand the ideas that we have just talked about. If you don't know and understand, then your attempts at application may work, or may not. But what is hopefully going to happen is that through the application, you may have a chance to interact with others around you, to pick up the knowledge and the comprehension that might be missing. It's a fun activity, an activity where you will have a chance to operate at the knowledge level, at the comprehension level, at the application level, and hopefully even higher.

Have a good time in this activity!

Segment 2

You have just had an opportunity to apply some concepts, to learn at the application level. First, I told you about the cognitive domain. I tried to explain it clearly so that I could get you through the knowledge and comprehension levels.

The activity let you apply some knowledge and understanding you had. We then discussed the activity to analyze, to synthesize, and to evaluate. When we get up to those upper three levels it is hard to separate - some people were analyzing, some were synthesizing, some were making judgements or evaluating. It is probably up to the individual to determine at what level they will operate.

The cognitive domain is an excellent means by which we can look at our instruction of adults. Where is our teaching? Do we teach exclusively at the knowledge level? Or do we expect our learners to make value judgements at the evaluation level, without giving them the proper background?

Good instruction covers all levels. With adults who are operating at the evaluation level in many aspects of their lives, to come into a classroom and be pushed down to the knowledge level is frustrating.

When I look at myself as a learner, I find that there are many different areas where I operate at an evaluation level. There are many areas also, where I operate at an application level. There are some areas in which I only operate at a knowledge level. And I'm usually sort of content with where I'm operating. Often if I want to move up a level, I will search out opportunities for learning. If I only know something and I want to begin to better understand it, I'll try to search out some learning to help me understand. If I'm applying something and make a mess of it and want to pick up the knowledge and comprehension, again I will look for some learning opportunities.

The cognitive domain provides a means by which we can look at our own instruction. What are we doing? What are the expectations of our learners? What are our learners' expectations of us? Do they match? Do we keep activities down at the lower levels of the cognitive domain, or do we attempt to use application opportunities within our classes? And finally, do we allow our learners to operate at the higher levels? Operating at the highest levels of the cognitive domain suggests that learners have to become personally involved in the instruction through dialog or discussion between learners, or between facilitators and learners.

The cognitive domain can be a significant addition to our repertoire of ways of looking at adult education. It's an exciting field of study and I hope you all have the opportunity to utilize the cognitive domain as a basis for making changes in your own instruction. Good luck!

personalizing instruction

leader's guide

Purpose

These materials have been developed to provide participants with a rationale for personalizing instruction and to provide an acquaintance with a variety of possible methods for individualizing.

Time Needed

60-90 minutes - This activity can be done in 60 minutes. However, because many participants want to look at most of the eight individualized learning packages, 90 minutes may be more desirable.

Overview

After a brief introduction during which participants read descriptions of the eight individualized learning packages and then formulate their learning plans, participants have a chance to find out more about personalizing instruction. Individually or in small groups, they move from station to station according to their learning plans. These plans can be changed as a result of discussion or recommendations from others. (Participants thus experience personalized instruction from a learner's perspective.)

Participants then come together to share what they have learned about personalizing instruction through the learning packages, through choosing and using individualized packages, and through their previous experiences with personalizing instruction. The leader here guides the discussion, encouraging the participants to interact with one another.

Objectives

Through this activity the participant will:

experience personalized learning from a learner's perspective,
share their thoughts about individualizing with other adult educators.

At the conclusion of this activity participants will be able to:

describe the benefits of personalizing instruction,
design personalized learning experiences for their learners.

Equipment and Supplies

1. Chairs for all participants in the large group.
2. Eight tables, one for each of the eight individualized learning packages.
3. Chairs at each one of the tables. (Divide the number of participants by five to determine how many chairs are needed at each table.)
4. Overhead projector and screen.

   NOTE: Information from the transparency can be written on a chalkboard or flip chart.

5. *Transparency 1 - "Personalizing Instruction - Our Process"*
   Transparency 2 - "Discussion Questions"
6. *Handout 1 - "A Listing of Individual Learning Packages"*
   Handout 2 - "My Learning Plans"
7. Materials for the eight individualized learning packages:

   5 are reading materials to be copied (See the listing on *Handout 1.*)
   2 are cassette tapes with a single sheet to be copied for identification
   1 is discussion and has a single sheet of suggestions.

   NOTE: You may want to package these in large envelopes for future use. While a few copies of the reading materials may be sufficient, most participants want to take a copy for use later.

8. Three cassette recorders. Two are sufficient if Mode 1 is not being used.

9. Numerals 1-8 to mark the location of the eight packages, (i.e., large placards mounted on the tables or on the wall behind the tables with masking tape).

Optional Modes

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Workshop

1. Prepare materials:
   1. two handouts
   2. two transparencies
   3. eight packages of individualized learning materials

2. Arrange tables and chairs as "stations" at which participants can work on the eight individualized learning packages.

3. Arrange a separate area with chairs in a circle or U shape for the opening section and the large group discussion.

4. Set up learning "stations" with tables, chairs, materials, and numerals.

5. Collect all other equipment and supplies.

Workshop Procedure - During the Session

1. Introduce the activity, including purpose, overview, rationale, and process. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (4 min.)

2. Hand out both *Handout 1* and *Handout 2*. (1 min.)

3. Project *Transparency #1* and explain the steps of the activity and how the two handouts will be used. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (3 min.)

4. Have participants begin the four steps. Helping the participants with the first three steps will be important. You should circulate among the participants to insure that they are understanding and doing the correct tasks. (30 min.)

5. Announce at the appropriate time that five minutes are remaining for participants to explore the learning packages.

6. Bring participants together for large group discussion. (1 min.)

7. Discuss what was learned about personalizing instruction with the first question on *Transparency 2:* "What did you learn about personalizing learning through the material you read or listened to? (10 min.)

8. Continue discussion with the second question on *Transparency 2* and its sub-questions: "What did you learn about personalizing instruction through what you did here? How would you compare your learning through this process with teacher-directed learning? How did it feel to be allowed to choose your learning materials? What parts of the experience did you enjoy or not enjoy? Did you experience any difficulties?" (7 min.)

9. Encourage participants to share their previous experiences in trying to personalize instruction for their learners. (3 min.)

10. Conclude the activity, with a summary of these last discussions and of the rationale for personalizing instruction. This can be done by either:

    Mode 1 - playing segment #3 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #3

    Mode 3 - using the material in your own way. (2 min.)

11. If you will be evaluating the activity, now is the time to do it. (A short evaluation form is included.)

A LISTING OF INDIVIDUAL LEARNING PACKAGES

Below are brief descriptions of a number of individual learning packages for you to use in learning more about personalizing instruction.

Package No.	Tentative Time (min.)	
1	3-8	A brief description of several methods of individualizing: contracts, projects, self-directed learning, independent studies, individually diagnosed and prescribed learning, programmed instruction, teaching machines and computer-assisted instruction, and tutorial relationships.
2	10-20	A list of ten specifications for individualized instruction. You could use the list for individual reading and comparison to what you do or may do, or you may want to read it with others and talk about ways to meet the specifications.
3	7-9	A description of twenty-seven individual projects designed for a community college class in "Communication Techniques." This list of projects can stimulate your thinking about the many possibilities which exist in almost every field.
4	7-8	A brief introduction to "Programmed Instruction" with several pages of examples.
5	7-10	A brief philosphical statement about individualizing by an adult educator (S. Joseph Levine).
6	10-15	A five page reprint of "Allfarthering Workshop" from Adult Education (London). This article describes one example of a shared learning experience where the participants have been freed from the traditional teacher-learner relationships.
7	8-9	A taped interview with a community adult education teacher who individualizes extensively. Topics covered include: Why individualize? What specifically do you do? How do students react? What problems are involved? Would you use individualization exclusively?
8	10-15	A get-together with one or two others to share your past experiences with individualized learning. If you elect this package, you should go to the designated area and meet with the others who may be there.

MY LEARNING PLANS

DIRECTIONS: After you have read the "Listing of Individual Learning Packages," identify the packages you wish to use and the tentative time allotment below in the order in which you wish to use them. After you have completed the package, write down a few ideas that were stimulated by the package.

Package Number	Tentative Time Allotment	
_____	_____	Ideas stimulated by this package:
_____	_____	Ideas stimulated by this package:
_____	_____	Ideas stimulated by this package:
_____	_____	Ideas stimulated by this package:

PERSONALIZING INSTRUCTION

OUR PROCESS

1. read handout 1

2. choose individual learning packages and list them on handout 2

3. investigate individual learning packages

4. discuss learning packages, this activity, and previous experiences

DISCUSSION QUESTIONS

1. **What did you learn about personalizing learning through the material you read or listened to?**

2. **What did you learn about personalizing instruction through what you did here?**

   How would you compare your learning through this process with teacher-directed learning?

   How did it feel to be allowed to choose your learning materials?

   What parts of the experience did you enjoy or not enjoy?

   Did you experience any difficulties?

3. **What have you learned about personalizing instruction from your previous experiences?**

A BRIEF DESCRIPTION OF SEVERAL METHODS OF INDIVIDUALIZING

Ideally individualizing instruction means that a student will be engaged in learning those things that are most relevant to him/herself at all times. While this ideal may never be reached, there are a number of strategies for moving toward that goal. (As you will see, many of them overlap one another.)

A LEARNING CONTRACT is an agreement between a learner and a provider which specifies the scope of a learning activity. It may also list the sequence of the learning activities as well as the objectives (competencies to be achieved, how they will be accomplished, and how they will be measured). Ideally learning contracts will be initiated by the student who is motivated by his/her own objectives. The teacher will serve as a resource.

PROJECTS come in many forms: reading, reports, viewing, interviewing, building, etc. (See package 3 for 27 ideas.) Possible projects are usually suggested by the instructor and the student is allowed to choose from among the many alternatives. Projects thus allow the student to pursue personal interests.

SELF-DIRECTED LEARNING allows the learner to acquire knowledge, skills, or sensitivities through self-directed and self-planned experiences with minimal outside control. Although there may be interaction with an instructor, the learner assumes control of his/her learning. However, the self-directed learning may put the learner into close contact with some individuals (experts or practitioners).

In INDEPENDENT STUDIES, the learner determines what to learn and how to learn. Independent study is most reasonable when the learner's objectives are beyond the scope of the institution.

With INDIVIDUALLY DIAGNOSED AND PRESCRIBED LEARNING, both the objectives of learning and the means of learning are determined by the instructor. Usually diagnostic tests are used to determine achievement levels and then a variety of individualized materials are prescribed which allow the learner to progress at his/her own rate. This may be followed by re-assessment of achievement, etc.

PROGRAMMED INSTRUCTION makes use of immediate reinforcement, teaching small bits of "content" and then asking a question about that "content." Answers are provided in the margin so that correct answers are reinforced immediately and wrong answers are corrected. Programs may get complex through "branching" which directs the learner to specific pages depending upon his/her response. (See package 4 for examples.)

TEACHING MACHINES and COMPUTER ASSISTED INSTRUCTION are derivatives of programmed learning which use the same principles.

A TUTORIAL RELATIONSHIP involves a close relationship between the student and a helper (teacher, expert, peer). The student often works independently but may work with the helper as necessary.

TEN SPECIFICATIONS FOR INDIVIDUALIZED INSTRUCTION

1. The instructional system shall make it possible for individuals to progress at their own rates, to begin the learning sequence when it seems educationally desirable to do so, and to continue the instructional process until mastery has been achieved.

2. The objectives of instruction shall be relevant to the immediate and long-term needs of the learner, and the learner shall be cognizant of this relevance.

3. Educational objectives shall be stated in unambiguous terms which make clear the intellectual or behavioral competencies to be developed by the learner.

4. The instructional system shall maximize the student's active involvement in the learning process.

5. The instructional system shall provide accurate, timely and formative feedback to the learner regarding his progress toward learning goals.

6. The instructional system shall be designed to maximize the principles of positive reinforcement, and eliminate or minimize those aspects known or suspected to be adverse to the learner.

7. The instructional system shall insure appropriate sequencing of learning experiences and shall be capable of diagnosis of learner deficiencies and of adjusting the instructional sequence appropriately.

8. The instructional system will obtain reliable and timely information on individual student learning progress, and shall make adaptations appropriate to the individual learner.

9. In the development of instructional goals and processes, the instructional system shall take into account the total environment in which the student learners.

10. The instructional system shall have a recognizable "style," a cognitive structure sufficiently obvious to provide meaning or relevance to learning and to encourage continuous commitment to learning throughout life.

Taken from Institutional Systems in Higher Education: Specifications for Individualization by S.O. Ikenberry, University Park, Pennsylvania: The Pennsylvania State University, Center for Study of Higher Education, 1970.

COMMUNICATION TECHNIQUES IN BUSINESS PROJECTS

1. Interview 2 or 3 people to determine their perspective on a variety of topics relative to communication in business, e.g. which communication activities are most important, what problems in communication occur most often, what in-house training procedures or processes are used, occurrence of incentives for employees to improve communication, etc. Write a 2-3 page summary of the interviews. Two good interviews will be worth a maximum of 10 points and three will be worth a maximum of 15 points.

2. Write a 30-50 word description of each of the six managerial functions listed in chapter 2. 5 points

3. View film 506 at the Arts and Sciences Library. Film 506 is on assertiveness: "When I say no, I feel guilty."

    a. Describe in 30 or more words each of the six skills.
    b. Explain: "Skills are amoral."
    c. In approximately 100 words, evaluate "assertiveness training" from your perspective.

    10 points

    For 5 extra points, design and implement a class learning experience on assertiveness training.

4. Film 209 (22 minutes), "Ears and Hearing," describes the structure and function of the human ear. The sequence of hearing from sound waves to electrochemical energy to perception of sound is described. After viewing:

    1. describe the main points as they relate to communication techniques in business
    2. compare and contrast the film to the Barker-Wiseman model (p. 68) and/or the Wendell Johnson model (p. 75)
    3. briefly (50-100 words) evaluate the film for its appropriateness to B236 and/or evaluate it in terms of its effectiveness as an AV presentation. On this latter point, refer to chapter 9.

    10 points

5. Film 60, "Information Processing," contains interesting, fast-paced information on selective attention, information overload, and memory.

    1. View the film.
    2. Describe: a. selective attention
       b. information overload
       c. short-term memory
       d. long-term memory
       and e. the effects of each of them on communication.

6. Collect at least ten advertisements from newspapers and magazines. Analyze the advertisements in light of the message variables described in chapter 5. Turn in both the advertisements and the analysis. 15 points

7. Conduct a survey among several of your acquaintances or associates. Try to determine why they prefer either written or oral communication. In your survey, ask about attitudes toward the use of visual aids. (Do visual aids help or hinder a speaker? Are they a source of stimulation or a distraction? From a personal perspective, what are the important features of visual aids?) 10 points

8. Design an activity through which one of the models in chapter 5 could be effectively learned by a group of adults. 10 or 15 points

9. We have previously thoroughly analyzed the interpersonal communication barriers. On pages 49-52 in our text, there is a list which refers specifically to barriers within organizations. The list starts with "lack of communication policy," p. 50.

    1. Describe all five barriers in 20-40 words each. Include how the barrier affects business communication.
    2. Do something else with each of the five. Be creative! Just as some possibilities:
       a. thoroughly describe situations in which you have seen the barrier in effect
       b. find a magazine article which describes the specific barrier
       c. find a cartoon or other illustration of the barriers.

10. Film 289, "You Pack Your Own Chute," says jumping is a symbol of fears we all have. We do not attempt things because we are sub-consciously afraid.

    1. View the film.
    2. List the common fears mentioned in the film.
    3. Answer the following questions:
       a. To what does the narrator equate "chute?"
       b. What does the narrator advocate as the solution to fears? (50+ words)
    4. Do a brief analysis of your own fears.

    10 points

11. Keep a log (diary) of the conflicts you hear over a period of time. Describe the conflict and if possible the words and expressions used. Then analyze each in terms of the barriers to communication in chapter 6. Include 6-10 conflicts in a paper of approximately 2 pages. As I envision this, it should be worth 10 points.

12. Outline chapter 7 on "The Process of Persuasion" and then read two journal articles on persuasion. Report on the journal articles according to the format described in number 26. 30 points.

13. View films 323 and 337 which contain award winning TV commercials. Analyze 7-10 of the commercials in terms of their effect on you, how and why they affect you, their general appeal, and the methods used in persuasion. Incorporate evaluation on the basis of chapter 9, graphic aids, and chapter 15, mass media and advertising and sales. 20 points.

14. You saw a slide-tape presentation in class on the seven codes on non-verbal communication. Develop a similar presentation. Consult with me on length, effort, points. Get my agreement. 20-40 points

15. See the projects on p. 191-2 relative to chapter 9, "Visual Communication in Business." Choose one or more and make an agreement with me on the point value.

16. Develop a series of 4-5 role plays for practicing and evaluating interviewing. For each role play, describe the role and situation for both people. See chapter 10 for many different kinds of interviews. 10 points

17. Design two 15 minute interviews, i.e., plan for them taking the variety of chapter 10 into consideration. Tape the interviews as you conduct them. Analyze the interviews for effectiveness, appropriateness, and value according to the many possibilities of chapter 10, including suggestions for participants, page 215. 20 points

18. Apply one of the small group techniques utilized in class at your place of work. These techniques include the no-lose method, the brainstorming method, and production teams. Describe the process as you applied it. Describe its effects on these involved and on the situation. 15 points

19. Research the use of humor in presentational speaking. Especially try to determine what makes humor. (Why do people laugh? What is it about the way some things are said that makes them seem funny? Is there a way of teaching oneself to be more humorous?) 20 points

20. Design a learning experience on letter writing for the class or for individuals, e.g., supply letters with incorrect format, style, punctuation, spelling, sentence structure, etc. and supply corrected models. 10-15 points.

21. Design a class presentation on letter writing styles, formats, or metacommunication, e.g., a slide or overhead projector presentation of visuals. 10-20 points

22. On the basis of chapter 15 and 9, plan a public relations program for either your place of business, LCC, or a fictitious organization. This should be a creative work covering a great many facets. Write out your plan, including graphics as appropriate. 20-30 points

23. On the basis of chapter 15, plan an advertising campaign for LCC's next quarter's course offerings, its programs, and the course "Communication Techniques in Business." Be thorough in your coverage. Include some copy, e.g., newspaper ads, radio announcements, etc. 20 points

24. Your choice: Look at your priorities and the chapters involved. Look at the projects suggested at the end of each chapter. Dream up others. Discuss your ideas with me. Write a project proposal. Get my approval and agreement on maximum points and my signature. Proceed.

25. Research any topic of interest, e.g. one or more specific barriers to communication, interpersonal communication, the neurological processes involved in communication, etc. Report on your findings by preparing a class handout, designing a class activity, or writing a formal paper. Maximum points may range from 10 to 25 depending on extent of research and form of report. After you have done some preliminary work, write a research proposal and agree with me on the number of points. Secure my signature. (Include the proposal with the final project.)

26. Literature review: Read any periodical or journal article related to communication techniques. Write a 1-2 page summary including the following sections: bibliographic information, highlights, critical comments, quotes. 10 points

27. Do research on the technique of "cold calling" (calling an unsuspecting person on the telephone to sell a product).

    1. Report on the information you found, including the sources.
    2. Tape record a couple of role-played calls which you have planned.
    3. Analyze those tapes or ask someone else to evaluate them. Report on their evaluation.

    20 points

PROGRAMMED INSTRUCTION

The commitment to diagnosis and prescription has led to the development of programmed instruction. Unlike many conventional materials which supplement basic material, programmed instruction usually provides all the "content" necessary to master the objectives. Since programmed instruction is self-instructional, the learner proceeds at his or her own pace without the pressures of competition or the embarrassment of publicly displaying ignorance. Moreover, the self-pacing characteristics free the learner from being restricted by slower learners.

Programmed instruction is tailored to behavioral objectives which specify what the learner is to learn. These are carefully sequenced so that the learner is led through the "content" very deliberately. Learning is reinforced continually through questioning, answering, and quickly receiving the correct answer. Success through constant reinforcement builds high interest.

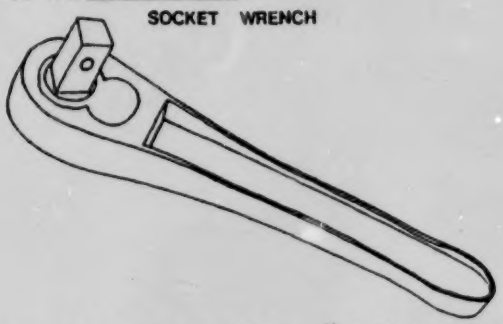
Programmed instruction lends itself to "modularization" which allows the learner to start as many points in the program. The student can start with a programmed lesson at his or her level of proficiency and can continue until the subject is mastered or the skill is acquired.

Programmed instruction was originally developed for the Armed Forces. Now a wide range of materials are on the market. While programmed materials can be developed by a teacher, the process can be quite complex. Thorough instruction in the techniques of writing programmed materials would be desirable.

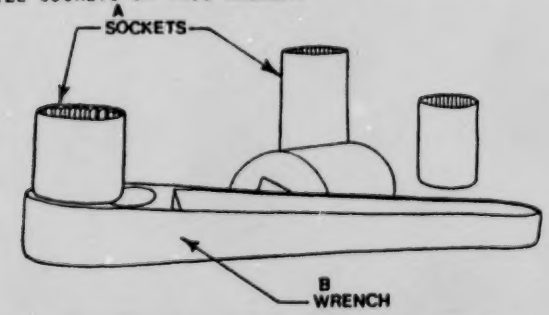
The following pages are samples of programmed materials. Note the answers to the questions in the margin.

Program: Agriculture and Natural Resources
Instructional Unit: Assemble and Perform Basic Machinery Service
Module Title: Tools used in Agricultural Machines (Screwdrivers, Wrenches, Hammers and Pliers)

6. THIS IS THE SOCKET WRENCH.



ONE PART IS CALLED THE SOCKET. YOU CAN PUT DIFFERENT SIZE SOCKETS ON THIS WRENCH.

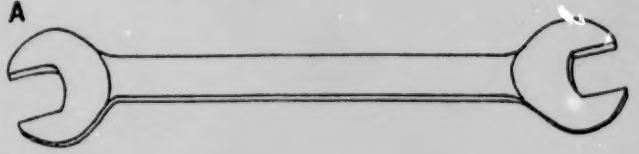


WE USE DIFFERENT SIZE SOCKETS FOR DIFFERENT SIZE NUTS AND BOLTS.

TURN TO NEXT PAGE

WHICH IS A SOCKET WRENCH?

A



B

C

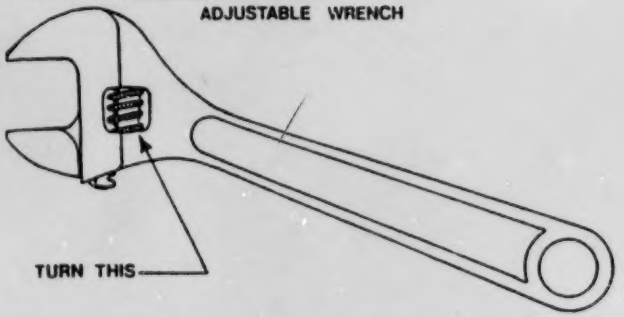
THERE IS ONLY ONE SIZE SOCKET.

A. TRUE

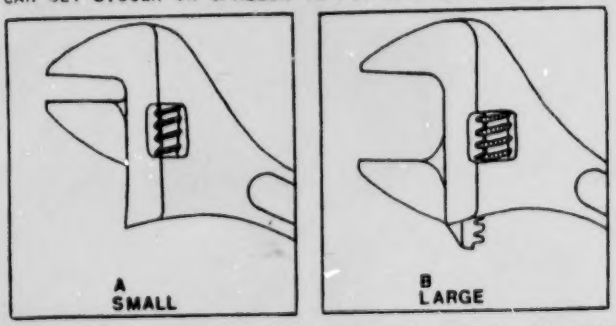
B. FALSE

TURN TO NEXT PAGE

7. THIS IS AN ADJUSTABLE WRENCH.



LOOK AT THE PART THE ARROW IS POINTING TO. YOU TURN THIS WITH YOUR FINGERS. AS YOU TURN IT, THE WRENCH CAN GET BIGGER OR SMALLER TO FIT THE NUT OR BOLT.

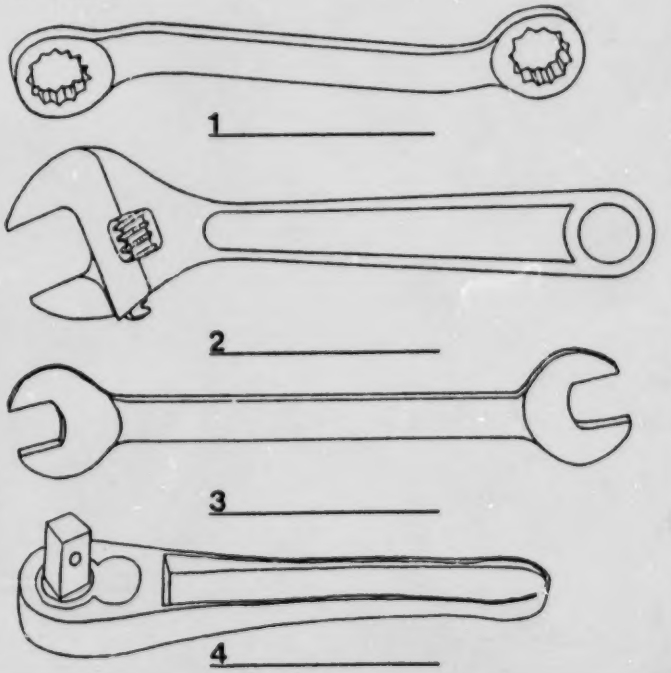


IT'S CALLED AN ADJUSTABLE WRENCH BECAUSE YOU CAN CHANGE ITS SIZE TO FIT THE NUT OR BOLT.

106

MATCH THE WRENCH TO ITS NAME. WRITE THE LETTER IN THE BLANK.

A. OPEN-END
B. BOX-END
C. ADJUSTABLE
D. SOCKET



1. B
2. C
3. A
4. D

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TURN TO NEXT PAGE

CASSETTE RECORDING

This tape consists of a brief philosophical statement by an adult educator, Dr. S. Joseph Levine.

Allfarthing Workshop

Mike Cutts
Vice-Principal, Central Wandsworth Adult Education Institute, London

Mike Cutts describes the origins and development of the Allfarthing Workshop, which is one example of a shared learning experience, where the participants have been freed from the traditional roles of teacher as leader imposing his choice of knowledge and skill and the student as the unquestioning consumer. At Allfarthing materials, tools and processes are provided and students and tutors work together on schemes and ideas, with new activities and interests developing out of this partnership.

The question that preoccupies me more and more as I consider the sort of work I am involved with in adult education is, am I most concerned to make the knowledge and skills I value available to people or am I primarily seeking to create a situation in which people meet to decide for themselves what knowledge and skills are most relevant to their lives? Although both these things can happen at one and the same time, it is glib to imagine that the one does not fundamentally exclude the other and that we must not expect a very different world to emerge from contexts where one or the other of these attitudes is uppermost.

Do teachers want to make structures and fit people into them or can we not service rich learning arenas where people find from among themselves the directions and priorities of their learning? The dichotomy is in essence one of stance both for teacher and learner, expert and beginner, but the issue has today become an ideological one; those educationalists who insist on teachers as leaders, high levels of achievement at the standards they set, and form before content, will be seen as propping up a paternalistic system which allows no voice to the people. However much we protest at this over simplification, there is no way round it. While we make the choices about time, space, content, scale and mobility (however benevolently we do it) others cannot be finding out for themselves and thus learning in terms of their own questions.

I personally believe that a good teacher-centred situation can be as valuable as a learner-based environment when there is the social, philosophical and ethical base to support it. Today that concensus does not exist and Allfarthing Workshop is an effort to change the stance of both teacher and learner as objectively as possible, granting both to the teacher the joy in love of his specialism and to the learner the right to reject pearly wisdom in favour of free access to possible blind alleys. All

that matters is that both value their continued relationship more than the achievements that ensue from it. Warmth must, therefore, be at the heart of such a place of learning and it is because of the existence of this quality above all others that Allfarthing Workshop has matured over the past five years. It is equally certain that should the well of such feeling dry up nothing on earth, least of all good planning or better thinking, will stop it from falling into decay.

Start of the project

The Workshop began five years ago and was called 'Playgroup Workshop' in our prospectus. It was so called because the majority of its first customers were women who had taken a playgroup leaders' course at the institute (Allfarthing is one of Central Wandsworth Institute's branches). One of the tutors, Greta Palmer, felt there was a need for a follow-up group; somewhere where women could make things for their playgroups, have talks, swap information, keep in touch and generally do what they wanted. They would have to bring their preschool children and the set-up was to be very open-ended. Friday was a slack day at Allfarthing so it was decided that the venture should be given a try and the whole top floor of the school was made over all day to the Workshop.

Greta and I spent many hours discussing the idea. We shared several attitudes about education, particularly the feeling that teachers should not oppress learners but rather service rich environments which are in themselves stimulating in their content and form. We had no trouble deciding about content. We knew that all art and craft processes were in demand, especially those that could be shared with children or skills which helped with the making of toys or equipment for play/learning. Greta was Froebel trained and committed to learning through discovery and play methods. We managed to organise things so that there were three teachers (including ourselves) who could encompass as wide a range of skills as possible. In the event we could offer printing (block, silk-screen and fabric), painting, toy making in wood, fabric and junk, fibre glass construction, music and several allied activities.

We knew that at least forty mothers would come but we did not wish to direct their choice of activity. The hall was made welcoming, with tea, coffee and comfortable chairs being provided. It was hoped that people would wander around the other rooms viewing the various craft opportunities and then opting for one or other of them. There were playgroup facilities for the children. Pleasant though the atmosphere was, things did not work out at first. The women found it difficult to commit themselves to any one activity and when they did it seemed unsatisfactory to be hived off in distant groups when the whole concept of the workshop required a communal feeling. The teachers too felt uneasy. We wanted openness and inter-relation of learning but instead we seemed to be getting small groups with only a very

temporary attachment to their work. Also this arrangement of activities in separate rooms encouraged each tutor to specialise too much. Soon the situation became so unproductive for everyone that we were forced to go into the hall in the mornings and round up people to try our offerings. At this stage we knew things had gone wrong. Further evidence was provided by a drop in attendance.

The solution came when it was decided to turn the hall itself into a mixed workshop offering everything it was possible to cram into it. It required lengthy preparation in the morning and clearing up in the afternoon but the idea worked. As people arrived they were greeted by a rich array of materials, tools, samples and processes. The first thing we noticed was the reaction of the children; they did not wait to be invited but quickly started making things. Their mothers then joined in. Soon it was apparent that the right feeling was developing. Children moved freely between playgroup and hall, while their mothers tried several crafts and saw friends trying nearby activities. Self-consciousness and the feeling of teacher as leader disappeared, and soon the teachers were indistinguishable from everyone else. Everyone shared in the teaching and many new activities arose from ideas brought in by the 'students'. Once the main workshop found its feet and the sense of assurance grew, a greater mobility developed and the other rooms were fully used by people seeking more space or peace and quiet. The clientele of the Workshop broadened to include anyone who wished to attend and playgroup women are now in the minority. It is an environment that people find easy to enter; there is no sense of threat from teacher or class. I liken it to the difference between entering one of those shops where you are collared by an eager, confronting salesman and one where you feel free to browse. All kinds of activities have happened over the past five years and there is nothing other than sheer physical limitations to prevent any sort of learning from occurring.

Later developments

We now have a community development worker, Liz Winstanley, who finds it the ideal environment into which to introduce individuals or groups. From it have blossomed many projects, parties, performances and recently a neighbourhood festival. It has become a very real workshop for the local community. A measure of its popularity is that during half-terms we get older children coming along to make things with their parents. The junior and infants school below sends up parties of children each week and recently the mothers of infants have come up with their children during the afternoon. Staffing has increased with the growth of the workshop so as to maintain the original staff : student ratio.

During the past two years the most explosive development has been our Summer Workshops. In 1973 we held one at Putney College for Further Education (because Central Wandsworth could not support

one due to insufficient teacher hours). It lasted six weeks, was a huge success attracting nearly 4,000 attendances and stimulated us to put forward to ILEA the idea for a Workshop Development Team to work in Wandsworth. This summer we were able to run a workshop at Allfarthing for five weeks during which time 4,927 attendances and a wonderful neighbourhood festival proved the value of such an enterprise. Everything for the party, the parade, the fancy dress and the sideshows was made during the weeks of workshop. Wandsworth Social Services chipped in with a playbus and staff and additional staffing was made possible with student teachers from a local college of education.

Every sort of problem came up during the planning, preparation and clearing up of the workshop because we used all three floors of the school which meant lengthy negotiations with the staff. Despite many unexpected snags it all worked, including providing a meals service (taken on throughout the six weeks by a family of regular 'workshoppers'), drama, music and physical activity sessions. On August Bank Holiday Monday as we worked to put the school back exactly as we found it I saw Joan Coast (the principal of our institute) scraping glue marks from the school hall floor; I knew then why the Workshop had not happened before. I also realised that without a real team feeling such things cannot be achieved.

At this point, after all this enthusiasm, it needs to be said that the demands on staff and the necessary spirit of mission are very great. We are doing it because we know it is new ground that has to be broken. Last year, however, it became obvious that this idea was too big and too demanding for part-time staff alone; everyone was having to give more than could reasonably be expected. It was for this reason, among others, that I suggested to ILEA that it establish a Workshop Development Unit in Wandsworth. This suggestion has become a reality and the unit, consisting of two lecturers, a technical assistant and a secretary, is now at work. It will run workshops, organise seminars, research local needs and the possible solutions and generally act as a full-time stimulus to the community workshop idea. Its existence is a good example of local cooperation because the borough is providing a base in the Wandsworth Community Arts Centre for the ILEA team who in exchange will run workshops there. Working at the Centre the unit will come into contact with many groups from the community.

Finding a new learning environment

Most adult education is warm, friendly and puts good relationships before polished performance or finished products. Such attitudes are not difficult to maintain when the learners are willing, fee paying and highly respectful of skill and knowledge. Bring in uncertain learners and those unused to paying for learning experiences and the qualities needed in the environment and the staff are of a special kind. To have one's personal interests and skills ignored or to have no captive group

to address and yet to try to establish contact, can baffle the best intentioned teacher; add to the situation children, more noise than is usual and vast amounts of preparation and clearing up and very soon the gilt adorning teaching rubs off. As at all times of fundamental change a new breed is called for who can work in such a demanding way, happy to be with people both as individuals and in the mass. By some strange chemistry Allfarthing Workshop has found a steady trickle of such tutors over the past five years—as well as several who were not able to muster the necessary inner resources.

The success of the venture could encourage us to value expansion and forget the simple values for which we stand. However we still insist as I wrote four years ago, 'Allfarthing is no blueprint but rather a model made of string and sealing wax in the back kitchen of educational circles. . . . very subjective and only useful to those who already know what to look for'. Who in this complex world littered with maps of everything from the structure of molecules to those parts of the universe too remote for us even to see, and hooked on the god of replication as the way ahead is going on the one hand to believe in the subjective experience of a small group of people while on the other reject all sneaking ambition to set up instant versions of it whenever they wish. New learning situations require flexible teachers and foremost among their beliefs must be the certainty that there are more differences between individuals, things and experiences than similarities. Sure a crystal of flourite is approximately a cube but even surer no single crystal on earth 'is' a cube, so the generalisation is more empty than living with the singularity of all crystals, however inconvenient that thought might be. The pattern we have imposed on nature and time bears witness to the potency of systematic generalisation but the disaster of our present society is the measure of the price we have had to pay for it. We have got to stop talking about systems of education, units of children, timetables of classes and the naïve replication of ideas, because in those thoughts are the seeds of the teacher as manipulator. Every person is different and learning environments have to be created by the people who comprise societies rather than by those who desire power over societies.

For me Allfarthing Workshop is much more than an 'interesting experiment'. It is the living proof that people can put on an institution and wear it unselfconsciously and with assurance. Instead of looking around for more and more expansion and duplication of facilities I believe we should open up to people the institutions that exist in their midst and which embody much of the best in our way of life. We should all, adults and children, learners and teachers, share learning experiences and try to find a form that will break down the traditional stance of the teacher as custodian and the learner as consumer. If there is one thing which really makes the Allfarthing Workshop a refreshing experience, it is the obvious feeling of freedom and joy among teachers

and learners. The one does not feel the burning focus of the other's attention or the fountainhead of all movement and change, while the other enjoys the space both physical and psychological which the situation offers. The characteristic yearning of our times is for openness, mobility and freedom from oppression; most educational environments fail to offer these qualities not only because of the personalities involved but by virtue of the structures through which we work. Allfarthing has stumbled upon one possible form appropriate to our needs.

CASSETTE RECORDING

This tape consists of an interview with a community adult education teacher who individualizes extensively. The topics discussed in the interview include:

Why individualize?
What specifically do you do to individualize instruction?
How do students react?
What problems are involved?
Would you use individualization exclusively?

SMALL GROUP DISCUSSIONS

Here are a few ideas on how to organize your discussion groups:

1. Briefly decide on a mutual topic.

2. Try not to argue too heavily for your own point of view.

3. Try to explore as many ideas as possible.

evaluation form

1. Describe the effect that you expect this workshop will have on your work with adult learners.

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity focuses on personalizing instruction. We have heard many times that we as adult educators should meet the needs of our individual students, that is, we should individualize instruction. That makes sense since the people who are in our classes are unique. They have various backgrounds, various experiences, and various learning styles, and it seems to make sense that our learners can learn best if instruction is personalized for them. What we hope to do in this activity is to examine a variety of possible means for personalizing instruction that you can use in helping your adult learners.

This activity has been designed to allow you to participate as a learner. Our learning experiences today have been arranged in the form of eight packages of learning materials about individualized learning. We assume that each of you will have your own concerns about this topic, and therefore we've provided the eight learning packages to allow you some choice - in order to personalize your learning. There will be two handouts for this activity. The first describes the eight different individualized learning packages. The second, called "My Learning Plans," allows you to identify the packages you wish to use and the order in which you wish to use them. After you have these two handouts, we'll talk about them a little more.

Go ahead and pass out the handouts.

Segment 2

The key to this activity is your learning plan - *Handout 2*. On this plan, you can list the learning packages from *Handout 1* that you want to be involved with during the next half hour or so. Since you won't be able to get to all of the learning packages, make your plans wisely.

During the activity feel free to talk to others. You might want to discuss some ideas that were just presented. You might want to investigate one of the learning packages as a small group effort. You might want to recommend a particular learning packages to someone else.

Try to stick to your schedule if possible.

At the conclusion we'll discuss what we learned from the learning packages, what we know from previous experience, and what we learned from this type of activity.

At this time read through the listing of learning packages - *Handout 1* - make your learning plan - *Handout 2* - and then go ahead and learn. You're on your own.

Segment 3

This activity can remind us of many things: (1) Yes, we are all unique, and we chose the packages that we did because of our uniqueness. Likewise our learners, because of their uniqueness, really would prefer slightly different materials to work from. (2) Because we chose materials to match some need or interest that we felt, we are more likely to have learned something from those materials than if we had been forced into doing something that we really didn't want to do. (3) Being free to do as we wish may give us a feeling of maturity, and, if fact, we are more likely to become more mature and more responsible through individualized learning materials. (4) Such freedom of choice and of movement also tends to make learning more enjoyable. (5) The learning plan, which each of us devised for ourselves, helped us to strategize or plan ahead. (6) Many of us found that looking at something individually was personally worthwhile, but we also felt the need to share, to discuss, to bounce ideas off someone else. Thus, personalized learning should not mean learning in isolation. (7) Finally, looking at the eight individual learning packages, the variety represented there, and also the many other kinds of personalized learning not represented, there certainly is a great variety of possibilities through which we can personalize learning.

leading group discussions

leader's guide

Purpose

This workshop activity provides a five step model of how to organize a group discussion. Participants in the activity have an opportunity to actually conduct a group discussion and examine the three separate roles that must be played by the leader of a group discussion. A scheme is also provided for debriefing a group experience.

Time Needed

60 minutes (approximately)

Overview

This workshop activity begins with a short introduction to three simple roles that must be performed to have an effective small group discussion. These roles are the Starter, Continuer, and Ender. The participants and the workshop are organized into small groups of three to six and each person in the group is given a sheet of paper that identifies his or her role for a small group discussion. One person in the group will have the Starter role, one person will have the Ender role, and the other people will have Continuer roles. All participants have instructions for their roles on a piece of paper in front of them.

Following this initial activity, the workshop participants are introduced to a three part scheme for debriefing an activity. The three part debriefing scheme asks the leader to help the participants to Identify, Analyze, and Generalize. Once again the workshop participants will go into small groups to actually use this three part debriefing model.

This activity is then concluded with a review of the key points that were covered.

Objectives

Through the activity the participants will:

actually participate in a small group discussion with specified roles for each participant,
practice a scheme for debriefing an activity.

At the conclusion of the activity the participants will be able to:

identify three specific roles necessary for good group discussion,
describe a scheme for debriefing learning activities,
use these ideas with their own learners.

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 3-6 participants. (Although the table is not absolutely necessary, it often helps for a good group discussion and it provides a place to put the small signs for each person's role.)
2. Chalkboard or overhead projector and screen.
3. One *Note Taking Guide* for each participant.
4. An appropriate number of *Discussion Role Cards* so that each group of 3-6 participants can have one Starter role, one Ender role, and enough Continuer roles for the remainder of the participants.
5. One overhead transparency *(Transparency 1)*.
6. Cassette player if the pre-recorded cassette (included with these materials) is to be used.

Note: Information from the transparency could be written on the chalkboard.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare *Transparency 1* (if you are using an overhead projector).
2. Arrange tables and chairs in such a manner that small groups of 3-6 participants can conduct a discussion around the table.
3. Read through these materials with care, take notes if needed, and listen to the entire cassette tape.

Workshop Procedure - During the Session

1. Welcome participants and provide the introductory material. This can be done by handing out the *Note Taking Guide* and by either: (7 min.)

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way.

2. Organize participants into small discussion groups. Make sure 3-6 are at each table. Provide each person with a *Discussion Role Card* (one Starter card, one Ender card, and Continuer cards for other participants at the table). (2 min.)

3. Instruct the small groups to choose a topic for discussion. It will help the groups if you, as the workshop leader, provide ideas. Some suggested topics are: (3 min.)

   - Some problems that exist in adult education classrooms
   - Ways to provide interaction in an adult education setting
   - Issues surrounding adult education.

4. Ask the participants to take a few minutes to write down their thoughts about the topic individually. (3 min.)

5. Ask the groups to begin their discussions.

6. As the groups are having their small discussions, move about the room so that you can get an idea what is being discussed and how the discussions are being organized. You will sense when it is time to conclude the activity. At this point, you might want to whisper to each Ender that he or she may want to conclude the small group discussions. (15 min.)

7. Provide the information regarding how to debrief activities by projecting *Transparency 1* and by either: (4 min.)

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way.

8. Ask the small groups to debrief their previous discussions. Each small group should do this independently. The group should appoint a leader who will try the debriefing scheme. (15-20 min.)

9. Discuss the debriefing activity with the total group. (5 min.)

10. Provide the final wrap-up material by either: (1 min.)

    Mode 1 - playing segment #3 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script

    Mode 3 - using the material in your own way.

11. If you will be evaluating the program, now is the appropriate time to do it. A suggested evaluation form is included with these materials.

Note: The three roles suggested by this activity (Starter, Continuer, and Ender) are excellent for use in any adult education instructional setting. In fact, it would be an interesting activity to have adult students in the classroom actually play the roles just as participants in this activity do. The adult students then become participants in their own education and feel the responsibility for maintaining a good group discussion.

DESIGNING INTERACTIVE ACTIVITIES

ORGANIZE GROUPS

CLARIFY TOPIC

PROVIDE INDIVIDUAL TIME

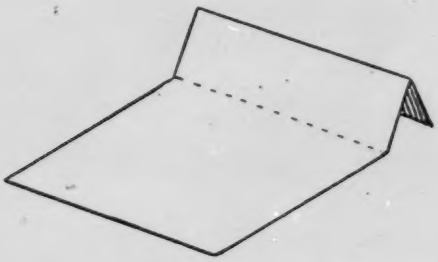
CONDUCT DISCUSSION
- start
- continue
- end

DEBRIEF
- identify
- analyze
- generalize

STARTER

- Fold here -

Fold this discussion role card to look like this so that others can see your role.



- Fold here -

Your responsibility for this group discussion is to be the STARTER and then to continue in the discussion as a regular participant.

As the STARTER you are most concerned with getting the group discussion to begin.

Here are some things that you might do:

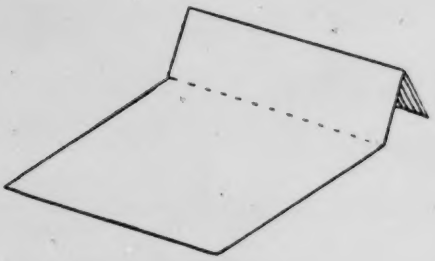
- Help everyone in group to find out about each other. (Have members introduce themselves, allow a short time for meeting each other, etc.)
- Introduce the topic for discussion. (Make sure everyone understands the topic; you may want to write the topic on a piece of paper for everyone to see.)
- Describe any constraints. (Clarify things like time limits, special rules for the discussion, etc.)
- Begin the discussion. (The discussion might begin by itself, or you may want to start by asking someone a question.)

Once the discussion is started, your responsibility changes to that of a regular participant. The CONTINUER(S) in your group will also be carrying key responsibilities at this time.

CONTINUER

Fold here

Fold this discussion role card to look like this so that others can see your role.



Fold here

Your responsibility for this group discussion is to be the CONTINUER.

As a CONTINUER you are most concerned with providing your own input and also keeping the group discussion working. Be careful--the group may feel you are working too hard at continuing the discussion. Don't overdo it!

Here are some things you might do:

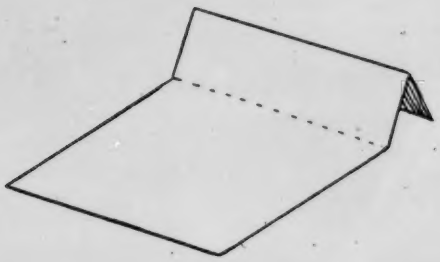
- Encourage people. If you think someone has something to say, or something more to say, encourage them to say it.
- Focus the discussion. If you sense the discussion is drifting away from the topic, try and bring it back on target.
- Clarify comments. At times you may sense that members of the group are not understanding. Try to draw out questions and clarify when needed.
- Add new information as you feel it is needed. At times you may sense that the group has enough new ideas to work on.

Generally, your concern is to make the discussion work well. However, be sensitive to when it is time to let the discussion end! Don't force the discussion to continue for too long a time.

ENDER

Fold here

Fold this discussion role card to look like this so that others can see your role.



Fold here

Your responsibility for this group discussion is to be the ENDER.

As the ENDER you are concerned with providing your own input during the main part of the discussion and then concluding the discussion in such a way that all group members will have a chance to review major points of the discussion and bring it to a natural ending.

Here are some things that you might do:

- Involve yourself in the discussion. (Don't sit back and try to sense when it's time to end. Participate actively and you'll be able to tell when the group is ready to finish.)
- Make your concern known. ("I think it's time to conclude our discussion." "Have we reached a good ending point?")
- Summarize key ideas. (Try and touch on all main ideas brought up.)
- Wrap-up or conclude. (Make a final decision or conclusion or recommendation for the group. Advise the group what will be done next.)

The success of your role is dependent upon how well you sense "it's time to end" and how well you are able to review major points.

A SCHEME FOR DEBRIEFING INSTRUCTIONAL ACTIVITIES

Identify

What did you experience?

Analyze

Why do you think that happened?

Generalize

What does this have to do with our lives?

evaluation form

1. Describe how this workshop will affect your work with adult students.

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity is entitled "Leading Group Discussions." During the next few minutes we are going to have an opportunity to actually participate in group discussions and examine the dynamics that exist in leading them and making them an effective resource for an adult education setting.

Setting up groups for group discussion in an instructional setting consists of five separate and important steps. The first step in setting up a group discussion is to actually organize the groups. Groups should be organized with anywhere from three to six or seven members each. Getting larger than six or seven makes it much too large for effective interaction where all members can participate.

Provide a comfortable setting for the group. Seating participants in a circle where members of the group can see each other is ideal. This may be done around a table.

The first part of organizing a good group discussion is to actually organize the groups. Sometimes it's important to designate a group leader. At other times the leader will just surface from within the group.

The second thing that has to be done by the adult educator in organizing groups for discussion is to clarify the topic. It's extremely important for the effective operation of the group to truly understand exactly what the topic is and how it will be focused. This, then, is the responsibility of the facilitator to the entire group--to clarify what the topic is. This can be done through a short introduction, a handout, or some way that allows each person to truly understand the focus of the discussion.

The third important task in organizing instructional settings for group discussions is to provide an opportunity for individual time for each member of the group--individual time so that members can clarify their own thinking, can organize, and can specify exactly what they feel in terms of the issue or the topic under discussion. During the individual time prior to the group discussion, each member of the group can carefully look at how they feel about the topic. Then, when they come together as a group, participants will have something specific to contribute. Sometimes it's helpful during the individual times to allow members to write down their ideas or feelings about the topic. When they go into their groups, then members can bring their notes to help structure their input to the group.

The fourth aspect of designing good group discussions is actually conducting the group discussion. After organizing the groups, clarifying the topic for them, and providing individual time for the members to think through the topic, now actually conduct the discussion.

In conducting the discussion, it's important that three rather simple roles be included in the group. One is the role of a Starter. Someone in the group should carry the responsibility of starting the discussion. Then there's the role of a Continuer, and all members of the group really should participate in this. And finally, there is the Ender role, for someone who can clarify, who can summate and pull together the main ideas at the conclusion.

So the group for discussion should include among the discussants three roles: a Starter role, a Continuer role, and the Ender role.

And finally, the last and fifth part of conducting effective and good group discussion is debriefing at the conclusion. This is an opportunity for members of the groups to share with the other groups, reporting back on the topic or content of their discussions. Or debriefing can also deal with the discussion process, which is what we'll be doing later.

At this time we are actually going to have a short group discussion to begin to understand step #4, conducting the discussion.

Segment 2

You've just concluded a small group discussion. Hopefully your group was active, one person started the discussion, and everyone in the group felt responsible for continuing the discussion. And finally, hopefully, there was one person that served as an Ender, as a person that pulled together the ideas that were discussed to conclude the discussion.

After a group discussion is used in an adult education classroom, it's important for the facilitator or teacher to find out what happened in the groups and to provide some structured form of debriefing, of pulling together the experiences that group participants just had.

Debriefing is a three step process, as you can see on your *Note Taking Guide*, a process that you will be participating in after I conclude these comments. The first step in this process is to identify. You can either identify the process of the discussion, that is, the roles people played and how they played them, or you can identify the content of the discussion, that is, what was said about the topic. We're going to focus here more on the process of the discussion. Debriefing can be done by having each small group debrief individually or by having each small group share their input for a large group discussion.

The next step is to analyze. Now that the groups have identified specific things that have gone on during their discussions, let's analyze, let's examine, let's pull apart and better understand what went on.

The third part is to generalize. What does all of this have to do for us as educators? The generalizing step is moving away from our discussion in order to look at its relevance for us in the world we live.

So, the debriefing then consists of three little steps: First, to have people discuss openly and identify what has gone on; second, to analyze what they have identified; and finally, to generalize and to draw from this for their own lives.

In a few minutes you will be discussing what happened in your small group discussions. Use the three step process.

Segment 3

This activity is called "Leading Group Discussions." The focus was on specific ways to facilitate the group discussion process. This activity can be used with your own learners by asking learners in a small group discussion to take the roles of Starter, Continuer, and Ender. It is a powerful way to have the learners begin to participate in the success of small group discussion.

It takes five separate steps to organize and conduct a positive and a powerful group discussion. The first step is to organize the groups. Groups should be seated comfortably. Members of the group should be able to see each other. They can be seated around a table or in comfortable chairs. Groups should be no larger than six or seven members and no less than three members to have a good, powerful group discussion.

Second, it's up to the facilitator, the adult educator, to clarify the topic for the group discussion. This can be done through a short presentation by the facilitator which would allow each member of small groups to truly understand the focus of the small group discussion.

Third, it is important to provide each member of the small groups opportunity to examine the topic individually in order to clarify their own feelings, their own concerns about the topic to be discussed. Sometimes it's helpful to allow each member of the small group to write down ideas before they enter into the small group discussion. This commitment by each person individually leads to a much more effective small group discussion.

The fourth step is to actually conduct the group discussion. While conducting the group discussion, it's very helpful to have one person in the group responsible for starting, to have all people in the small group assist in continuing the discussion, and finally to have one person responsible for ending the discussion.

Our fifth and final step for conducting good group discussions is effectively debriefing them. And we suggest a three step procedure to debrief or pull together small group discussions: identifying, analyzing, and generalizing.

Effectively organizing small group discussions is a powerful tool in any adult education setting. Following these five steps will assist you in becoming a better organizer of small group discussions.

improving discussion through questioning techniques

leader's guide

Purpose

This activity is designed to teach participants to use five basic kinds of questions in order to facilitate group discussions. Questions can be used for many purposes, but the questions advocated here for teachers are meant to engage the learners (keep them more attentive, involve them in thinking and feeling, and help them draw upon their own experiences) and to continue discussion.

Time Needed

60 minutes (approximately)

Overview

After a brief introduction, participants listen to a demonstration discussion on tape which illustrates the kinds of questions being taught here.

Participants then receive and work through a worksheet which illustrates five kinds of questions and asks participants to identify sample questions. The full group then tries to reach consensus on the identification of the samples.

Participants follow this by writing sample questions of each type and then reading them for others to identify (first within the large group and then within the small groups).

Finally, participants in small groups are given a list of topics from which they choose one or two topics for group discussion. The participants then take turns leading the discussions within the small group, focusing on asking the kinds of questions which "engage" the participants as well as continue discussion. Each participant leads for 3-4 minutes.

After this, the small groups discuss the appropriateness of the questions that were used in their groups and the overall process that was used. This is followed by a brief summary.

Objectives

Through this activity participants will:

practice identifying five types of questions,
practice developing five types of questions,
practice using the kinds of questions which engage participants and continue discussion.

At the conclusion of this activity the participants will be able to:

identify five basic kinds of questions,
use a variety of questions to engage learners and lead discussions.

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants.
2. Cassette tape recorder and the cassette tape provided.
3. One worksheet for each participant: "Questioning Techniques" *(Worksheet 1)*.
4. One handout for each participant: "Discussion Topics" *(Handout 1)*.

NOTE: The topics listed on the handout could be put on a chalkboard, flip chart, or overhead projector.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of *Worksheet 1* and *Handout 1*.

2. Arrange the tables and chairs in such a way that small groups of 4-5 people can meet around each table and at the same time participate in large group discussions.

3. Collect all equipment and supplies.

Workshop Procedure - During the Session

1. Form small groups of 4-5 people. (1 min.)

2. Introduce the activity, including a general overview, an explanation of the rationale for using certain kinds of questions, and a playing of the tape recording of a model discussion led by a teacher. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (4 min.)

3. Hand out *Worksheet 1*. (1 min.)

4. Ask participants to work through the worksheet. (5-7 min.)

5. Discuss the individual identification of the sample questions and any differences. (10 min.)

   NOTE: Look at the Questioning Techniques "Master Sheet" for the "best" answers. However, unanimous agreement is not necessary.

6. Ask participants to write at least one question of each type. Indicate that the group will identify them for practice. (3-4 min.)

7. Ask for volunteers to read one question they have written before the large group for all to identify and then have each small group continue the process of reading questions and identifying them. (7 min.)

8. Provide information on the kinds of questions which are best for engaging learners and continuing discussion. (Possibly replay the model discussion.) This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (1 min.)

9. Hand out *Handout 1*. (1 min.)

10. Introduce the process that the groups will be using, including how they will be signaled that the next person should become the discussion leader. This can be done by either:

    Mode 1 - playing segment #3 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #3

    Mode 3 - using the material in your own way. (1 min.)

    Ask participants in their small groups to:

    a. choose one or two discussion topics
    b. decide upon an order in which the group members will serve as discussion leaders

11. Facilitate steps a and b (above) in the small groups and have groups begin discussion.

    Keep record of the time and signal the groups when it is time to change leaders. (There should not be a big stop; the new leader should just assume the role.) (20-24 min.)

12. Ask the small groups to discuss the appropriateness of the of the questions used in their groups and the overall process of leading discussions. (5 min.)

13. Summarize conclusions, including the rationale for engaging learners and involving them more deeply in the discussion process. This can be done by either:

    Mode 1 - playing segment #4 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #4

    Mode 3 - using the material in your own way. (2 min.)

14. Evaluate the activity if you wish. (A suggested evaluation form is included in these materials.)

QUESTIONING TECHNIQUES

Instructions: Identify the following questions by the names and descriptions used above. Put the first letter of the name in the blank.

1. _____ What job training have you had?

2. _____ Would you clarify your statement that . . . ?

3. _____ How do you react to that question, Sue?

4. _____ I think I hear you saying . . . Is that right?

5. _____ How would you suggest we improve the work flow?

6. _____ How many people work in this office?

7. _____ Are you saying that the best method is . . . ?

8. _____ It seems to me that the crux of the problem is . . . What do you Think?

The following are the "best" answers with the rationale:

1. DIRECT - Generally would receive a short answer.

2. PROBING - Asks for more information about a previous response. While this question could be answered with a short answer and therefore be called "direct," it will usually get the open-ended response that it seeks. In that regard it could also be called "open-ended." "Probing" questions are a sub-set of "open-ended" questions which reflect a previous speaker's statement.

3. BOUNCE - Asks Sue to react to someone else's question.

4. REFLECTIVE - Restates what is being heard and then asks for verification of correctness.

5. OPEN-ENDED - Allows great flexibility in answering. While some may identify this as "probing," our description of "probing" questions includes "digs more deeply into a previous statement," which this question does not do (or at least indicate).

6. DIRECT - Requests only a number, a short answer.

7. REFLECTIVE - Restates what is being heard with a question to verify correctness.

8. OPEN-ENDED - Requests an extensive response to one's own comments. Again, some may identify this a "probing." However, the question is about the questioner's statement, not about the previous speaker's.

QUESTIONING TECHNIQUES

There are several basic kinds of questions. We will focus on five kinds.

DIRECT QUESTION - seeks a very short answer, often "yes" or "no"
Example: How many years have you been on the job?

OPEN-ENDED QUESTION - allows maximum freedom in answering
Examples: What are your reactions to . . . ?
What would you do in this situation?

REFLECTIVE QUESTION - reflects what the previous speaker said in a question form
Example: Is it correct that you're saying . . . ?

PROBING QUESTION - digs more deeply into a previous statement
Example: What did you mean by your comment . . . ?

BOUNCE QUESTION - asks the group to answer the question asked by the previous speaker
Example: How would you answer that question?

Instructions: Identify the following questions by the names and descriptions used above. Put the first letter of the name in the blank.

1. _____What job training have you had?
2. _____Would you clarify your statement that . . . ?
3. _____How do you react to that question, Sue?
4. _____I think I hear you saying . . . Is that right?
5. _____How would you suggest we improve the work flow?
6. _____How many people work in this office?
7. _____Are you saying that the best method is . . . ?
8. _____It seems to me that the crux of the problem is . . . What do you think?

Notice that DIRECT and OPEN-ENDED QUESTIONS can initiate dialog or discussion. However, DIRECT QUESTIONS are less useful because they seek only short answers. REFLECTIVE, PROBING, and BOUNCE QUESTIONS are used to continue a dialog or discussion, i.e., in response to previous speaker. Thus, the most useful for carrying-on discussion are the OPEN-ENDED, REFLECTIVE, PROBING, and BOUNCE QUESTIONS. These same kinds are also most likely to engage learners, i.e., keep them attentive, involve them in thinking and feeling, and help them draw upon their experiences.

You may notice that while these questions improve discussion, they improve teacher-led discussion. Such discussion is appropriate at times. In other cases where more group interaction is desirable, other techniques need to be used, including helping all participants to learn to ask questions.

DISCUSSION TOPICS

1. The future of the United States
2. World peace and war
3. What kind of person it takes to be a great leader
4. The future of adult education
5. How to improve student-teacher interaction
6. How to improve student-student interaction
7. How to improve _____
8. Problems and solutions for working with adults
9. Description of an "educated" person
10. Who should decide what learners (children, teens, or adults) need to know?
11. How can people learn to benefit from change instead of merely coping with it?

evaluation form

1. Describe one or two of the most significant things you have learned about improving discussion or about questioning techniques.

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This activity is designed to teach us to use five basic kinds of questioning techniques, four of which can be used to facilitate group discussions. Questions, of course, can be used for many different purposes. They can be used for clarification. They can be used to ask for additional information. They can be used to get insight from others, to facilitate deeper thinking, to engage learners, to tap the learner's experiences, to arrive at group solutions. And they can also be used to provide feedback to the teacher, to evaluate the progress of the learner, to lead students to a correct answer, or even to embarrass the learner, or to personalize instruction, or to get learners to listen. We're going to focus in this activity on questions which can be used to engage learners and to facilitate discussions.

What do we mean "to engage learners?" Basically, we mean to keep them more attentive, to involve them in thinking and feeling, and, finally, to help them draw upon their own experiences.

Maybe we should ask the question, Why should we bother trying to engage the learner? Maybe the answers seem obvious. But let's look at a couple of issues more closely. We have probably all sat through various discussions or lectures which just seemed to go past us. We didn't latch on to anything. We weren't involved. We weren't engaged. We weren't thinking along with the leader or with the other participants. We were off in a world by ourselves. Obviously, we aren't going to learn much in situations like that. We need involvement. Our brains need to be thinking about the issues, focusing on how they affect us. After all, those are the things that are going to change what we do, change what we learn.

We also know that adults come to learning situations with a background of experiences. It is only when we attach new learning to those past experiences that learning is really effective. However, if we focus on some new learning within a classroom situation, but don't attach it to the old learning, the end result is confusion when the learners go back to their work or to their homes. We need to involve the learners and their experiences in order to affect people's lives and what they learn.

In a short while, we are going to be hearing a model discussion, using the kinds of questioning techniques that we are going to be working on today. Then we're going to identify five specific types of questions and practice identifying them and writing them, and finally, we're going to be working in small groups, actually leading discussions, focusing on questioning techniques that engage learners and also continue discussion. Let's listen now to that model discussion.

Teacher: Now that we've read that example, how do you think it applies to what you do for a living?

Response: I'm not sure I can see any application.

Teacher: How do the rest of you feel?

Response: I'd have to disagree. I can see myself doing the same kinds of things Joe did in the example.

Teacher: Peter, how do you react to that?

Response: Yeah, I'd have to agree with that rather than with Linda, but I think that I can see that maybe some people wouldn't think it would be helpful.

Teacher: Would you explain more about why you think it wouldn't be helpful?

Response: Sure. I think all of us have to be good representatives of the organization we work for. We have to be part of creating the image. Naturally, our organizations want good images, so we need to present a good image ourselves.

Teacher: Okay. Just to make sure I'm hearing you correctly, you'd say that it is everyone's responsibility to help their organizations present the image that the organizations want to present. Is that right?

Response: Yes, but I know some people disagree.

Teacher: Well, let's hear from the other side. Who disagrees with Peter, or are you disagreeing? And why?

Response: I just think that I have a right to be me, not what someone else wants me to be.

Teacher: Can you tell me why you feel that way?

Response: Well, I worked for a guy once when I was back in high school. He was always trying to shape me up. The more he did, the more I resisted. I don't know. Something must have gotten me started.

Teacher: I think that guy probably seemed like a parent to you. How did he approach you?

Response: Well, probably as you say, like my parents. I don't remember being too fond of the way my parents tried to tell me what to do.

Teacher: Can anyone else share some of the experiences you had that you think affect how you feel about this particular issue at this time?

Segment 2

Now that you can identify and write the five different types of questions, let's look at them in terms of continuing discussion. If you think about each type and its practicality and usefulness in continuing discussion, you probably realize quite quickly that direct questions, while having some purposes, are frequently not very good for getting learners engaged. Asking "what color is this box" provides for only a single response and certainly doesn't stimulate discussion. Direct questions tend to stop discussion. The other types of questions do help to continue discussion. Obviously, the open-ended question allows maximum freedom in answering, and it's especially good for starting a discussion. Once a discussion is going, however, it's appropriate to ask reflective questions, because you are in a sense paraphrasing the previous speaker and then making sure that what you've heard is correct. Obviously, that can't be an end in itself. You have to follow up on that with further questions. Probing questions obviously ask for more information. And bounce questions help to throw the discussion back to the group and get them involved more in answering one another's questions rather than the teacher being the center of attention.

Segment 3

In a minute you'll be receiving a handout with a list of topics. In your small group, you will choose one or two of those topics for discussion. Then, determine some order in which each of you will serve as a discussion leader. For example, Sally might go first, Bill second, Fred third, Jean fourth, etc. When we begin discussion, Sally will lead first. At some signal from the workshop director, the next person, Bill, will automatically take over as discussion leader. There won't be a large stop in the discussion. He will simply take over and serve as a leader for the next three or four minutes. When the signal is given again, the third person takes over as leader, and then on to the fourth and others. (Focus on the four kinds of questions. Actually be thinking, "What kind of question should I ask?" Concentrate on asking reflective questions. Concentrate on bouncing someone's question or someone's idea off the others. Ask probing questions. Throw in an open-ended question, particularly to start the discussion.)

Again, the steps that you need to follow are: first, choose one or two discussion topics from the list; second, decide upon the order in which your group members will serve as discussion leaders, and then third, begin the discussion, changing to the second topic if you want at any point along the way. Be observant for the signal that your leader will give, so that everyone in the small group has a chance to serve as discussion leader. Okay, go ahead as a small group and choose your discussion topics.

Segment 4

Obviously the kinds of questions we have learned to identify and use today are not the only kind of questions. Questioning can be a complex skill. But again, we have focused on four kinds of questions which particularly help to engage the learner and continue discussion. Engaging learners, as we have used it here, means to keep them more attentive, to involve them in thinking and feeling, and to help them to draw upon their own experiences. Questions which do this can make learning more meaningful for your learners.

You've probably noticed, while leading discussion, that it really does take some effort to ask a variety of kinds of questions. You may also have realized that you, in your normal practice, use only some kinds of questions, or maybe none of the kinds of questions that we're looking at today. But obviously, different kinds of questions may be useful for different kinds of purposes. We're focusing on engaging learners and improving discussion, and for those purposes, open-ended questions, reflective questions, probing questions, and bounce questions can improve your ability. Good luck.

how are you doing?

leader's guide

Purpose

This activity focuses on ways that teachers can provide feedback to adult learners on how they are doing in an educational setting. It is intended to get teachers to think about how they are already providing feedback to learners, and to give them some new ideas about what they might do to let learners know how they are doing. It can be used at any point in an in-service training program.

Time Needed

60 minutes (approximately)

Overview

This workshop activity is divided into three parts. In the first part, participants are asked to reflect on a learning experience that they had when feedback from the teacher was needed. After they take some time to reflect individually, the workshop leader asks them to share their experiences with the group.

In the second part of the activity, participants are asked to think of some situations in which learners might need help from a teacher (suggestions are provided on the worksheet in case participants get stuck). The leader conducts the discussion about these techniques and puts suggestions on the overhead transparency. The leader then summarizes the suggestions given by playing the tape, paraphrasing from the tape script, or leading the discussion in any way deemed appropriate.

The third section of the activity asks participants to think about some of the techniques they have tried or would like to try for providing feedback to learners. (As in the second part of the activity, some suggestions are provided at the bottom of the worksheet in case participants run out of ideas). The leader puts these ideas on the overhead transparency, and asks participants to match when learners need to know how they are doing with how teachers can let them know.

At the conclusion of the workshop, participants will have an understanding of the situations in which teachers can give learners feedback on how they are doing and specific ways in which they can give this feedback to learners.

Objectives

Through this activity the participants will:

have an opportunity to reflect on when they as learners needed a teacher's feedback,
participate in the identification of a general list of situations when learners need feedback,
participate in the identification of techniques for providing feedback to learners,
have an opportunity to interact with other adult educators.

At the conclusion of the activity the participant will be able to:

list a number of situations when adult learners need feedback from the teacher,
list a series of techniques that teachers can use to provide feedback to learners.

Equipment

1. Chairs for each participants and one table for every 4-5 participants.
2. Chalkboard or overhead projector and screen.
3. Three worksheets for each participants (see *Worksheets 1, 2,* and *3*).
4. One transparency, if overhead projector is to be used (see *Transparency 1*).
5. Cassette tape recorder and tape accompanying this activity.

NOTE: Information from the transparency could be written on chalkboard if desired.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of *Worksheet 1*, *Worksheet 2*, and *Worksheet 3*, and *Transparency 1* (if you're using an overhead projector).

2. For *Worksheet 2* and *Worksheet 3* fold bottom section up to dotted line.

3. Arrange tables and chairs in such a way that small groups of 4-5 participants can meet around each table and at the same time participate in large group discussions.

4. Collect all equipment and supplies.

Workshop Procedure -- During the Session

1. Hand out *Worksheet 1* to participants. (1 min.)

2. Provide introductory material to the participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (4 min.)

3. Participants complete *Worksheet 1* individually. (5-6 min.)

4. Now it's time to discuss the first activity. Select a person to describe the learning experience they were involved in, when they needed to know how they were doing, and how the teacher provided this feedback. Continue around the group having different people identify the learning experience they were involved in, when they needed feedback, and how the teacher provided it. (10 min.)

5. Introduce the next activity by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (2 min.)

6. Then hand out *Worksheet 2* to the group.

   Explain to participants that they are to come up with as many circumstances as possible when learners might need to know how they are doing. Suggest to them that after they have done this individually, they share with others at their table.

   There are some suggestions as to when learners might need feedback at the bottom of *Worksheet 2*. Fold these suggestions up beforehand, and announce to participants that they can look at these if they run out of ideas. (This is a good technique for learners who like to think things out on their own first before getting ideas from other sources.) (5 min.)

7. Now it's time to discuss the second part of the activity. Ask participants what circumstances they came up with for when learners need feedback and write these on the left side of *Transparency 1*. Again continue around the group until you get a sizeable list. (10 min.)

8. Summarize this part of the activity by either:

   Mode 1 - playing segment #3 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #3

   Mode 3 - using the material in your own way. (4 min.)

9. Hand out *Worksheet 3.*

   Explain to participants that they are to come up with techniques for providing feedback to learners on their progress. These can be techniques they have tried or would like to try. Again, suggest to them that after working as individuals, they can share their ideas with their neighbors. Mention that there is a list of suggestions at the bottom of the page, as with *Worksheet 2.* (5 min.)

10. Discuss the results of this part of the activity with participants. Ask them to share techniques they came up with with the rest of the group. As they mention these techniques, write them on the right side of *Transparency 1.*

    As part of this discussion, ask participants to match the situations when learners might need feedback with how feedback can be provided (compare the left and right columns of *Transparency 1.*) What technique(s) could be used to let learners know how they are doing in a particular situation? Ask a number of participants to discuss the relationships of the techniques in the right column to the situations in the left column. (10 min.)

11. Wrap-up the workshop, either by:

    Mode 1 - playing segment #4 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #4

    Mode 3 - using the material in your own way. (2 min.)

12. If you will be evaluating the workshop, hand out the evaluation form included. (5 min.)

As teachers we are learners too. Think of the last time you were in a learning situation and take a few minutes to answer some of these questions.

A. What was the learning experience you were involved in?

B. When (under what circumstances in the learning experience) did you as a learner need to know how you were doing?

C. How did the teacher let you know how you were doing, or how could the teacher have let you know?

1.

2.

3.

4.

When (under what circumstances) do learners need to know how they are doing? Think of as many circumstances as you can.

1.

2.

3.

4.

5.

6.

When you run out of ideas, open up this bottom part of the page.

(fold bottom of page up to this line)

SOME SUGGESTIONS

When--

--they are discouraged
--they are doing poorly
--they are doing well
--they are trying to apply a new skill
--they don't know which step in the learning process comes next
--they have taken a risk
--they are unsure of themselves
--they are making decisions about how to learn a new skill

Learners might need feedback

--when they need encouragement,
--when performance needs evaluation,
--when steps in the learning process or learning goals need clarification.

How can teachers let learners know how they are doing? Think of some techniques that you have tried, or would like to try.

1.

2.

3.

4.

5.

6.

When you run out of ideas, open up this bottom part of the page.

(fold bottom of page up to this line)

SOME SUGGESTIONS

--weekly conferences with individual learners
--individual notes to students
--"coffee-break" feedback
--extra comments written on papers to be returned
--allow class time to see "how we're doing"
--positive touching
--brainstorming (teacher and learner together)
--cassette-taped feedback
--encouraging learners to give feedback to each other

WHEN do learners need to know how they are doing?	HOW can teachers let learners know how they are doing?

evaluation form

1. In what situations do adult learners need the teacher's feedback?

2. How can the teacher give this feedback to learners?

3. What were some strengths of this session?

4. What were some weaknesses of this session?

5. Comments:

TAPE SCRIPT

Segment 1

The title of this workshop activity is "How are you doing?" We will spend about 60 minutes looking at when we, as adult learners, have needed feedback from teachers and how we got it, when adult learners in general need to know how they are doing, and how we as teachers of adults can provide our learners with feedback on their progress.

During this workshop you will be getting three different worksheets to help guide you. You will notice that the first worksheet asks you to remember back to a time when you were in a learning situation--you were the learner, and you wanted the teacher to let you know how you were doing. It is true we all have our own ways of checking on our progress. For example, if I am learning Spanish, I can check my own progress by first practicing a conversation or writing a paragraph, and then trying to remember if I correctly applied grammatical rules, and if I used the correct vocabulary. However, at a certain point in my learning, my own feedback is not sufficient--I need to find out how someone else, someone who sees me from a different perspective, perceives my progress.

A teacher is in a good position to give such feedback to learners. In my attempts at learning Spanish, a teacher could tell me whether or not I was expressing myself correctly and where I would need to improve so that Spanish speakers could understand me. As long as I was just trying to understand and apply the basic rules for the first time, I didn't feel I was ready for feedback from someone else. But once I try to put everything I have learned together, I need someone who is more knowledgeable than I to listen to me, to read what I have written, and to give me some feedback.

Take a few minutes now to think about a learning experience of your own and how the teacher let you know how you were doing.

Segment 2

Now that you've had a chance to look at yourselves as learners, think about the learners in your classroom. Under what circumstances do you feel that your learners need feedback? It is important for teachers to be aware of these circumstances so that they can think about how they can provide feedback to their learners.

Take a look at the second worksheet and see how many situations you can think of when your learners need feedback.

Segment 3

There are a number of situations when learners might need feedback. These situations can be summarized into three main groupings. First of all, teachers can let learners know how they are doing when they need encouragement. Many adults have taken a big risk by getting involved in education again, especially if they have had dismal experiences in the past, or when they have a number of other pressing commitments. Letting a learner know that others are aware of their efforts and want them to continue can be one of the most important roles a teacher of adults can perform.

Teachers can also provide feedback when the learner's performance needs evaluation. In the example of learning Spanish, it was my ability to apply what I had learned, my performance, that needed some evaluation. Learners are often required to learn new theories, and perhaps new skills, but often there is no one there to go that extra step of letting the learners know how effectively they have applied these new concepts and skills. In learning anything new, the easiest way to improve is by knowing our strong points and our weak points, so that we can keep on doing what we are already doing correctly and improve what we're doing wrong.

The third situation in which learners can use a teacher's feedback is when some of the steps or the goals in the learning process need clarification. Whether a learner is attempting to build a house, repair an automobile, or communicate in Spanish, there may be a point at which the "next step" is not clear. A teacher can let the learner know what the options are for continuing a learning activity and help clear up any confusion the learner might have. Learners may also need to clarify the learning goals. The teacher's observations on the learner's progress can aid in this clarification.

Thus, teachers can give learners feedback--when they need encouragement, when their performance needs evaluation, and when steps in the learning process or learner goals need clarification. Now let's look at some techniques teachers can use to provide this feedback.

Segment 4

Now we have had a chance to come up with some techniques for providing feedback to adult learners and to look at some of the situations in which this feedback is needed. We have done this by first looking at ourselves as learners and the situations in which we needed someone else to tell us how we were doing.

From this look at ourselves, we've come up with a number of situations in which adult learners can use some feedback. These situations are - when learners need encouragement, evaluation of their performance, and clarification of next steps and learning goals.

Finally, we've seen a number of different ways for teachers to provide learners with feedback. These techniques can be used with individuals and with groups of learners. Feedback can be in the form of conversations with learners, written messages, voice or video tapes, or just a pat on the back. The important thing to remember is that learners frequently need feedback and that there are many ways we as teachers can help provide this feedback.

why evaluate?

leader's guide

Purpose

This activity is designed to explore the role of evaluation in improving adult education programs. It can be used at any point in training activities for adult education teachers since evaluation is an on-going feature of adult education.

Time Needed

60 minutes (approximately)

Overview

This workshop activity looks at who evaluation is for, how we can evaluate, and why we evaluate. In the first section, participants are introduced to the three audiences of evaluation (the "who")--the teacher, the learner, and the school--and to a number of evaluation techniques (the "how") used by these audiences.

Working individually, participants first look at a list of evaluation techniques, adding any techniques they think would be appropriate. They then decide which techniques are appropriate for which audiences. After this section of the activity, the workshop leader asks participants to share how they have matched techniques and audiences and writes their suggestions on an overhead projector.

The second section of the activity presents the concepts of "formative" and "summative" evaluation as reasons why we evaluate. The leader can play the cassette tape which explains these concepts, paraphrase the tape script, or present the concepts in any way desired. Participants then decide which evaluative purpose--formative or summative--is served by the techniques listed in the first section of the activity. Finally, the leader leads a discussion asking participants to share how they have assigned these purposes.

At the conclusion of the workshop the participants will have a better understanding of who the evaluation is for, and how and why it is done.

Objectives

Through the activity the participant will:

have an opportunity to match evaluation techniques with their audiences,
have an opportunity to identify what role a particular evaluation technique serves in the adult learning process,
have an opportunity to interact with other adult educators.

At the conclusion of the activity the participant will be able to:

list three audiences of evaluation,
list a number of techniques for evaluation,
define the terms "formative evaluation" and "summative evaluation."

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants.
2. Chalkboard or overhead projector and screen.
3. Two worksheets for each participant (see *Worksheet 1* and *Worksheet 2*).
4. One overhead transparency (see *Transparency 1*).
5. Cassette recorder and tape accompanying this activity.

NOTE: Information from the transparency could be written on chalkboard if desired.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedure - Before the Session

1. Prepare copies of *Worksheet 1* and *Worksheet 2*, and *Transparency 1* (if you're using an overhead projector).

2. Arrange tables and chair in such a way that small groups of 4-5 participants can meet around each table and at the same time participate in large group discussions.

3. Collect all equipment and supplies.

Workshop Procedure - During the Session

1. Hand out *Worksheet 1* and *Worksheet 2*.

2. Explain that the three numbered items at the top of *Worksheet 1* are for participants to take notes as the workshop progresses. Explain also that *Worksheet 1* and *Worksheet 2* will be used in the activities. (2 min.)

3. Provide the introductory material for participants. This can be done be either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way.

   Ask participants to look briefly at the evaluation techniques listed at the bottom of *Worksheet 1* and to add to the list any additional techniques they are aware of. Allow about 3-4 minutes to complete this task. (8-10 min.)

4. Now, have participants complete *Worksheet 2*. Suggest that after they have completed the worksheet, they share their responses with someone else at the table. (10 min.)

5. At this poirt discuss *Worksheet 2*. Ask for a volunteer to describe how they matched one of the evaluation techniques with an audience for evaluation. You as leader write techniques on *Transparency 1* in the appropriate column.

   Continue around the group, asking different people to contribute an evaluation technique for each audience of evaluation. After about 10-15 minutes, there should be a sizeable list on the transparency. (15 min.)

6. Summarize this activity and introduce the concepts of formative and summative evaluation by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (5 min.)

7. Direct participants' attention to their worksheet and ask them to work with one other person in deciding if the techniques listed on *Worksheet 2* serve a formative or summative purpose. Have them write an "F" and/or an "S" after each technique. (5-7 min.)

8. Project *Transparency 1.* Ask participants to share with the group whether they labelled the techniques on their worksheet as formative or summative. As they give their suggestions, write an F or S by the technique listed on the transparency. (If the technique participants mention hasn't already been written on the transparency, just add it at this point). Have the participants discuss any discrepancies of opinion. (5-7 min.)

9. Conclude the workshop by either:

   Mode 1 - playing segment #3 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #3

   Mode 3 - using the material in your own way. (2 min.)

10. If you will be evaluating the program, now is the time to do it. (A suggested evaluation form is included.)

1. The three audiences for evaluation are--

2. "Formative" evaluation is used to--

3. "Summative" evaluation is used to--

SOME TECHNIQUES FOR EVALUATION ARE:

- --written feedback on papers
- --grades
- --ask learners to rate a session/activity
- --individual sessions with learners
- --assign an evaluation committee to meet periodically with teacher
- --ask former students how they would rate the teacher
- --attendance records
- --have class discussion about teacher's methods
- --group assessment
- --pre/post test
- --have learners evaluate each other

What are some other techniques for evaluation?

a)

b)

c)

d)

e)

f)

WHO DOES EVALUATION BENEFIT?

Using the list of techniques at the bottom of *Worksheet 1* (including your own additions) write each technique in the appropriate column below (e.g., "written feedback on papers" is a technique that benefits the learner). A single technique can be placed in more than one column.

Evaluation techniques that benefit the teacher	Evaluation techniques that benefit the learner	Evaluation techniques that benefit the school

WHO DOES EVALUATION BENEFIT?

TEACHER	LEARNER	SCHOOL

evaluation form

1. Why do adult educators need to evaluate?

2. Who does evaluation serve?

3. What are some techniques for performing evaluation?

4. What were some strengths of this session?

5. What were some weaknesses of this session?

6. Comments:

TAPE SCRIPT

Segment 1

This workshop is entitled "Why Evaluate?" and during the next hour we are going to look at some of the ways evaluation can be used by adult educators to improve the learning that goes on in adult education programs.

Let's spend a few minutes talking about what evaluation can do for adult learners. Adults, unlike children, have a lot of other responsibilities besides attending classes. Adult learners expect to see progress in their learning, and if they don't, may decide the time and effort they are devoting to class is not worth it.

Evaluation is a way that we as adult educators can judge the worth or effectiveness of the learning experience. Typically, evaluation has been viewed as a kind of "final judgement" in which students are pronounced either as successes or failures. Evaluation in adult education doesn't have to follow this mold - evaluation should lead to the growth of the learner.

Teachers can learn from evaluation whether or not learning is taking place, and how the learning that goes on can be improved. Learners can learn how well they are doing, and what needs to change so that their learning can be enhanced.

In this activity we are going to look at three aspects of evaluation - who evaluation is for, how we evaluate, and why we evaluate.

On the top half of *Worksheet 1*, you will see a reference to the three audiences of evaluation. Teachers have the responsibility to evaluate for themselves, so they will know how effective they are as teacher and how effective their curricular materials are. Teachers also evaluate for their learners, so the learners can find out how well their objectives are being met and how well they are able to apply the skills and knowledge they are learning. Finally, teachers evaluate for the school, which has its own reasons for wanting to keep track of learners and their progress. The three potential audiences for evaluation in adult education are thus the teacher, the learner, and the school.

Now let's look at how we evaluate. On the bottom half of *Worksheet 1* you will see a number of evaluation techniques that can be used by adult educators. Take a few minutes to look at these techniques and add to the list any other techniques you are aware of.

Segment 2

In looking at evaluation techniques and audiences, you may have found that some techniques are appropriate for one audience only, or that a particular technique could serve more than one audience. The important thing to remember is that different kinds of evaluation may be needed to serve different audiences. For example, learners may have little interest in attendance records, but this is an important means of evaluation for the school and perhaps for teachers as well. But learners may benefit from individual sessions with the teacher, where the progress and problems of the learner can be discussed.

We've now talked about who evaluation is done for, and how we might do it. A common way of looking at why evaluation is done, is that it is done for either formative or summative purposes. "Formative" evaluation lets the teacher know how various educational processes can be changed and improved. Formative evaluation can be done at many points within a curriculum or learning activity. Formative evaluation should lead to learners' growth by allowing them to find out how they are doing, and to teachers' growth by helping teachers to improve their instruction.

For example, a teacher of English as a Second Language could listen to a group of learners conversing in English. This teacher could let each learner know what he or she did correctly, and what grammar or vocabulary needed improvement--formative evaluation for the learner. The learner would then know what specific areas to work on. At the same time, the teacher would find out whether or not he or she was doing a good job in explaining aspects of the English language and in giving learners the opportunity to apply what they had learned--formative evaluation for the teacher.

"Summative evaluation" has a different purpose than formative evaluation. It tells the teacher or administrator if the end product of the curriculum has accomplished what it intended to accomplish. Summative evaluation is generally performed at the end of a learning activity or program. It provides an overall judgement of the worth of an educational program, that is, whether a program will be adopted, continued or rejected. But it does not generally allow for individual growth within the learning activity.

An ESL program director may have to decide whether a series of language tapes should be purchased for the program. The director and some of the teachers could rent a few of the tapes and try them out with several of their classes, designing some ways to see if the tapes are effective and would be of any value to the program. Based on their evaluation, a decision would be made either to purchase the tapes, or not to purchase them--a decision based on summative evaluation. Formative evaluation is thus more concerned with improving something, while summative evaluation is concerned with helping people to adopt or reject something.

Segment 3

As you can see, the roles played by formative and summative evaluation are quite different. Summative evaluation helps us draw a conclusion, a final decision. Formative evaluation helps us to make changes. Evaluation has often been thought of only in summative terms. Of greater benefit to adult learners, teachers and institutions is evaluation that will promote change and development--formative evaluation.

helping adults become lifelong learners

leader's guide

Purpose

This activity is designed to help teachers of adult education think about how they can help learners continue learning after they have completed an adult education program. It can be used at any time during an inservice training program, since teachers can help their students become lifelong learners at any point in their relationship.

Time Needed

60 minutes (approximately)

Overview

This activity is divided into four parts. In the first part, workshop participants are asked to think of some situations in their classrooms when their learners had problems with learning activities. Participants first look at these questions individually, then share ideas with their neighbors. The workshop leader then asks participants to share their ideas with the whole group.

In the second part of the activity, participants are introduced to some situations identified by Allen Tough as to when learners need help with a learning activity. A cassette tape has been provided for this phase and the facilitator can play the tape, read or paraphrase the tape script, or present Tough's ideas as he or she desires. The leader then leads a discussion of the similarities between participants' problem situations and those identified by Tough.

In the third part of the activity, participants are asked individually to identify two or three key problems experienced by their learners, from either their own lists or Tough's. They next develop a list of ways that teachers can help learners to overcome these problems. Participants then form small groups and share their key problem situations and the ways they have identified for providing help.

For the fourth part of the workshop participants remain in their small groups. They each choose 1) one key thing they have learned about how adult educators can help students continue learning, and 2) a question for the whole group, based on some of the problem situations for which no ways of helping were identified. The facilitator leads a large group discussion, asking people to share what they have learned about lifelong learning and what questions still remain.

At the conclusion of the workshop, participants will have an idea of what problems learners face in tackling new learning activities, and what adult educators can do to enable learners to get past their problems and continue learning.

Objectives

Through this activity the participants will:

participate in the identification of learning situations in which learners commonly need help,
have an opportunity to reflect on their own situation as adult learners,
participate in the identification of solutions and innovative ideas for overcoming barriers to learning,
have an opportunity to interact with other adult educators.

At the conclusion the participant will be able to:

list a number of different problems learners encounter in learning activities,
list a number of ways that educators can help learners overcome these problems.

Equipment and Supplies Needed

1. Chairs for each participant and one table for every 4-5 participants.
2. Two worksheets for each participant (see *Worksheet 1* and *Worksheet 2*).
3. One Handout for each participant (see *Handout 1*).
4. One Take-home sheet for each participant (see *Take-home sheet 1*).
5. Cassette recorder and tape accompanying this activity.

Optional Modes for Presentation

These materials are written so that you may conduct this program in three possible ways:

Mode 1 - By being a participant (except for handing out materials, starting and stopping the cassette tape, and writing items on chalkboard or overhead projector). The cassette tape provides all of the necessary introductory, connecting, and concluding comments.

Mode 2 - By following the tape script of the cassette tape and reading it or paraphrasing it for the group.

Mode 3 - By becoming familiar with all of the materials and conducting the program in your own way.

Workshop Procedures - Before the Session

1. Prepare copies of *Worksheet 1* and *Worksheet 2, Take Home Sheet 1,* and *Handout 1.*

2. Arrange tables and chairs in such a way that small groups of 4-5 participants can meet around each table, and at the same time participate in a large group discussion.

3. Collect all equipment and supplies.

Workshop Procedure - During the Session

1. Hand out *Worksheet 1* to participants. Explain that the top half of the worksheet will be used in one activity, the bottom in another. (1 min.)

2. Provide the introductory materials for participants. This can be done by either:

   Mode 1 - playing segment #1 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #1

   Mode 3 - using the material in your own way. (4 min.)

3. Participants complete Part A of *Worksheet 1* on an individual basis, and then discuss it with their neighbors. (5 min.)

4. Discuss the first part. Select a person, or ask for a volunteer to describe the problems faced by learners in his or her classroom. Continue around the group, asking different people to identify problems. After about 10 minutes a sizeable number of situations will have been presented and discussed. These situations can be discussed briefly. (10 min.)

5. Hand out *Handout 1*. Then provide the material on Tough's ideas about the problems learners face. Participants can follow along on *Handout 1*. This can be done by either:

   Mode 1 - playing segment #2 of the cassette tape

   Mode 2 - reading or paraphrasing the tape script for segment #2

   Mode 3 - using the material in your own way. (3 min.)

6. As a large group activity, ask participants to suggest the relationships between the list of problems they have just developed (part A of *Worksheet 1*) and the list that has been provided by Tough. (5 min.)

7. Direct participants to Part B and Part C of *Worksheet 1*. Ask them to choose from either their own lists or Tough's two or three problem situations experienced by adult learners in their classrooms. After identifying these problems, ask participants (in their small groups) to help each other by suggesting some ways of helping learners (part C) past the problems (part B) so they can continue learning. (10-15 min.)

8. Pass out *Worksheet 2*. Ask each participant to complete the two items on *Worksheet 2*. First, ask them to reflect on something about lifelong learning that has been learned during this session. Second, ask them to reflect on a question that they still have about lifelong learning. (5 min.)

9. Bring participants together for a large group discussion on the two items from *Worksheet 2*. Ask one or two people from each group to share their ideas. (6-7 min.)

10. Wrap-up the program by either:

    Mode 1 - playing segment #3 of the cassette tape

    Mode 2 - reading or paraphrasing the tape script for segment #3

    Mode 3 - using the material in your own way. (1 min.)

11. If you are going to use an evaluation, this is the time to do it (an evaluation form for this workshop is provided).

12. Provide each participant with *Take-home Sheet 1*.

A. What are some situations in which learners in your classroom commonly need help?

1.

2.

3.

4.

5.

6.

B. Individually:

Looking at your list of situations when learners frequently need help and at Tough's, select and focus on a few of these situations:

1.

2.

3.

C. In your small group:

How can the adult educator provide help for the situations identified in part B?

Situations in which learners commonly need help with a learning activity.

Tough, 1979*

Learners need help when they are--

1. unaware of needing help
2. uncertain about which steps need help
3. uncertain how or where to get help
4. hesitant to seek help
5. unable to reach the resources
6. experiencing difficulties in working with a human resource
7. unable to afford the cost of the activity.

* from Tough, Allen. The Adult's Learning Project: A Fresh Approach to Theory and Practice in Adult Learning. Research in Education Series No. 1, The Ontario Institute for Studies in Education, 1979, 252 Bloor Street West, Toronto, Ontario M5S 1V6. (2nd ed.)

1. What key thing have you learned about how educators can help their learners become lifelong learners?

2. In the space below, write a question that you still have about how educators can help their learners become lifelong learners:

_____

_____

_____

_____

A FRAMEWORK FOR STUDYING WHAT GOES WRONG DURING THE HELP-SEEKING PROCESS *

Six stages in the help-seeking process	The difficulties and breakdowns that occur
	← A. The learner does not develop even a general vague awareness of any need for help.
Stage 1: The learner becomes aware of needing help, although the awareness is vague and general.	
	← B. He does not know, clearly and accurately, which of his specific preparatory steps would benefit greatly from help.
Stage 2: He becomes clear on the preparatory step with which help is needed, and/or on just what sort of help is needed.	
	← C. He believes he does not know how or where to seek the desired help.
Stage 3: He knows or decides how to seek that help, or from what type of resource or what particular resource to seek it.	
	← D. He knows how to get help, yet he does not take action.
Stage 4: He actually seeks the help or resource.	
	← E. He tries without success to reach a particular resource.
Stage 5: He receives, reaches, or makes contact with a particular resource.	
	← F. During his contact with that resource, certain characteristics of the resource, situation, or learner result in his failure to actually obtain the desired help.
Stage 6: He gets the desired help from that particular resource.	← G. He does obtain the desired help, but only at great cost in time, money, effort, or frustration.

*Tough, Allen. The Adult's Learning Project: A Fresh Approach to Theory and Practice in Adult Learning. Research in Education Series No. 1, The Ontario Institute for Studies in Education, 1979, 252 Bloor Street West, Toronto, Ontario M5S 1V6. (2nd ed.)

evaluation form

1. What are some of the problems or questions that have been raised in this workshop for which you, as a lifelong learner, will want to seek answers?

2. What was a strength of this session?

3. What was a weakness of this session?

4. Comments:

TAPE SCRIPT

Segment 1

This module is entitled "Helping Adults Become Lifelong Learners." We will take about 60 minutes to look at two things: 1) some of the stumbling blocks learners encounter in trying to pursue learning activities on their own, and 2) how teachers can recognize these potential problems and help learners overcome them.

The worksheet you have received refers to problems encountered by learners in the classroom. Before we think of our own experiences as teachers, let's consider what these problems have to do with the learning an adult engages in outside the classroom.

As adult educators, we know that the learning that goes on in our classrooms doesn't end there. If I take a beginner's class in photography, there's no way that this one class will prepare me for all I need to know about photography when I try to apply what I have learned. For example, I may discover that my old camera is no longer suitable for the kind of photography I want to do. How do I know which kind of camera will meet my new needs? Or what if I want to learn to develop my own film? Or learn more about wildlife photography?

Different learners might have different problems with each of these situations. Dick might feel that he doesn't have the technical competence to do wildlife photography. Ruth may have the technical knowledge, but may live nowhere near the wildlife she wants to photograph. Harriet may have the knowledge and may live near a wildlife reserve, but is not able to afford such an endeavor.

These problems may arise <u>during</u> the course of the photography class or <u>afterwards</u>. And each has a number of different solutions. Most important for us is that we, as adult educators, are in good positions to recognize these problems and to help learners do something about them. This doesn't mean we "solve problems" for the learners. It does mean that we can make ourselves and the resources we are aware of available to the learner and let that person, the learner, come up with the best solution.

Take a few minutes now to think about your own experience--some situations where learners in your clasrooms needed help. Enter your ideas on the top half of *Worksheet 1* (part A). Share your experiences when you have finished.

Segment 2

We have come up with a list of problems and have briefly discussed ways to help overcome them. A Canadian adult educator named Allen Tough developed a list of situations in which learners commonly need help with learning activities. Learners need help when they are:

Unware of needing help. That is, when they are feeling considerable frustration and difficulty before realizing that another person could help.

Uncertain about which steps need help. Sometimes we as learners don't give enough thought to the learning procedures involved, particularly in a subject matter that is new or technical. It is difficult to tackle stage 4 or 5 if stage 2 has not yet been achieved.

Uncertain how or where to get help. If a learner is not aware that a person exists that can give them help, that person's learning ability is reduced. Similarly, learners may be very aware of the kind of help they needed--to return to the example of photography, knowledge or skill may be needed in how to build a darkroom, how to photograph wild animals, how to repair a camera--but the learner may not be aware of where he or she can go to find this information or who--what other person--can provide it.

Resources for learning can include libraries, museums, conferences, organizations, jobs, courses, and, of course, people--those people we turn to frequently, as well as those we have never thought of before as being resources.

Hesitant to seek help. Learners may take no action, although they are clear about their needs and how to satisfy them. There are many reasons for such inaction: a learner may have had bad experiences in the past. For example, the last time Fred tried to learn Chinese, the teacher told him he was too old. Or a learner may be shy--Nick hasn't asked anyone to help him learn to give his car a tune-up because he's afraid people will think it is ridiculous that he doesn't already know.

Unable to reach the resources. Getting to a wildlife preserve to take pictures may be difficult if you live in Manhatten. Or if you don't have a car or access to public transportation, it may also be difficult to get to the library or helper you need.

Experiencing difficulties in working with a human resource. Learners may seek information from the wrong resource person--peers, teachers, parents, rather than the person with the best ability to help. Some individuals who are asked to be resources don't have the knowledge, the patience, or the time for the learner's problems. Conversely, some learners assume the helper will do all the work.

Unable to afford the cost of the activity. This cost can be in terms of the time, money, effort, or frustration that the learner encounters in the activity.

Tough's list may be similar to the one you have already developed from your own classroom experience. Let's take a few minutes and look at how his list compares with yours.

Segment 3

Through this activity we have had a chance to look at the problems learners encounter in the classroom and beyond, and ways in which educators can help their learners find solutions to them. While we as adult educators become aware of these problems in the classroom setting, they are the kinds of situations which could surface in any learning situation an individual undertakes, formally or informally. The help we provide the learner in overcoming learning barriers can be of help not only in working through a particular learning activity in the classroom, but in other activities encountered throughout life.

"Lifelong learning" may start in a classroom, but where, when and how it takes place afterward is limited only by the imagination and resources of the learner.